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ABSTRACT

This guide contains 164 suggested learning activities that are designed for use in helping middle and high school students learn to think in global terms rather than in terms of city, state, and national boundaries. The guide's organization and framework are based on 5th- through 12th-grade social studies, geography, language arts, mathematics, foreign language, economics, sociology, history, and career counseling competencies. The learning activities are described on activity sheets that are organized according to the following categories: cultural diversity, customs, geography, global career counseling, import/export, a potpourri of economic issues, and other activities. Each activity sheet contains the following: activity title, purpose, suitable subject area, appropriate grade level, description of the activity, and suggested additional resources. The instructional level of the individual activities varies widely. Some activities are recommended for students in a narrow range of two or three grades, whereas others are recommended for students in grades 5-12, inclusively. (MN)

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CAREERS GOING GLOBAL

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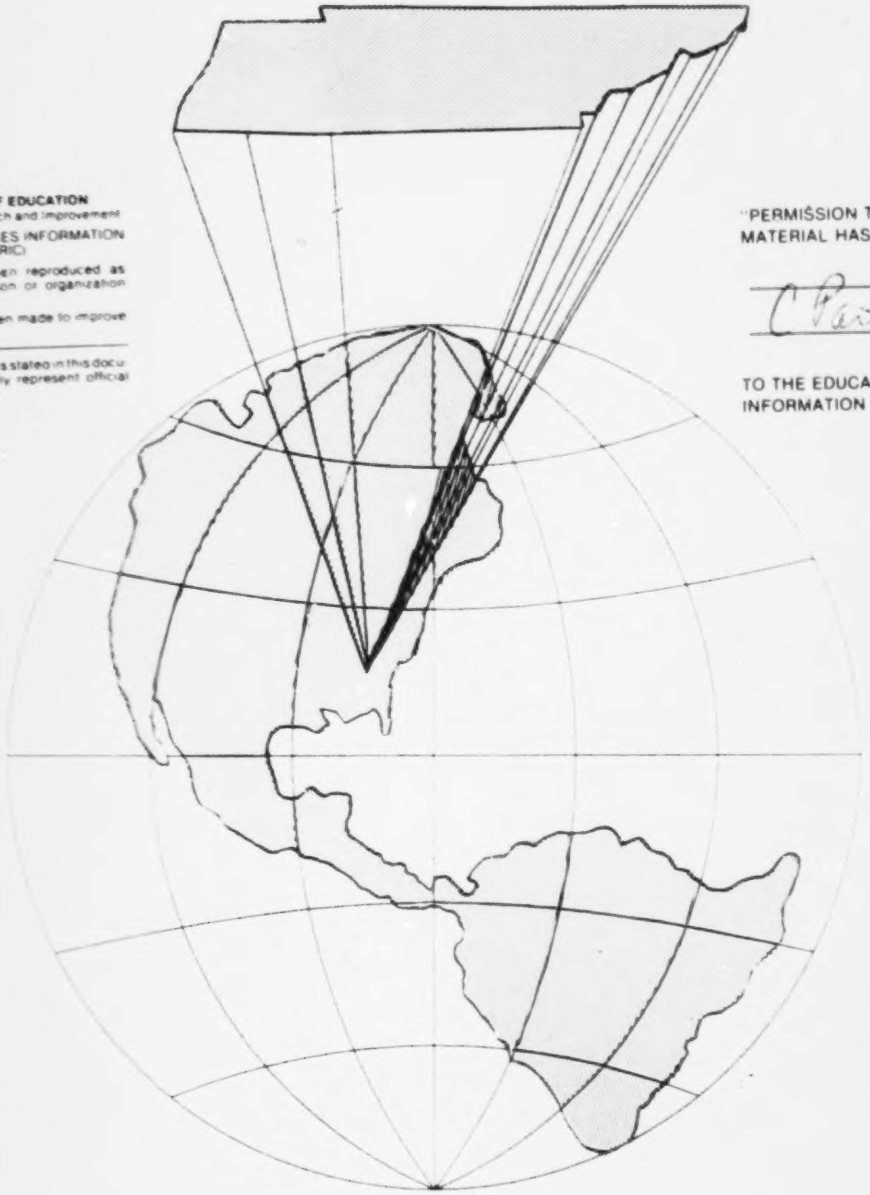

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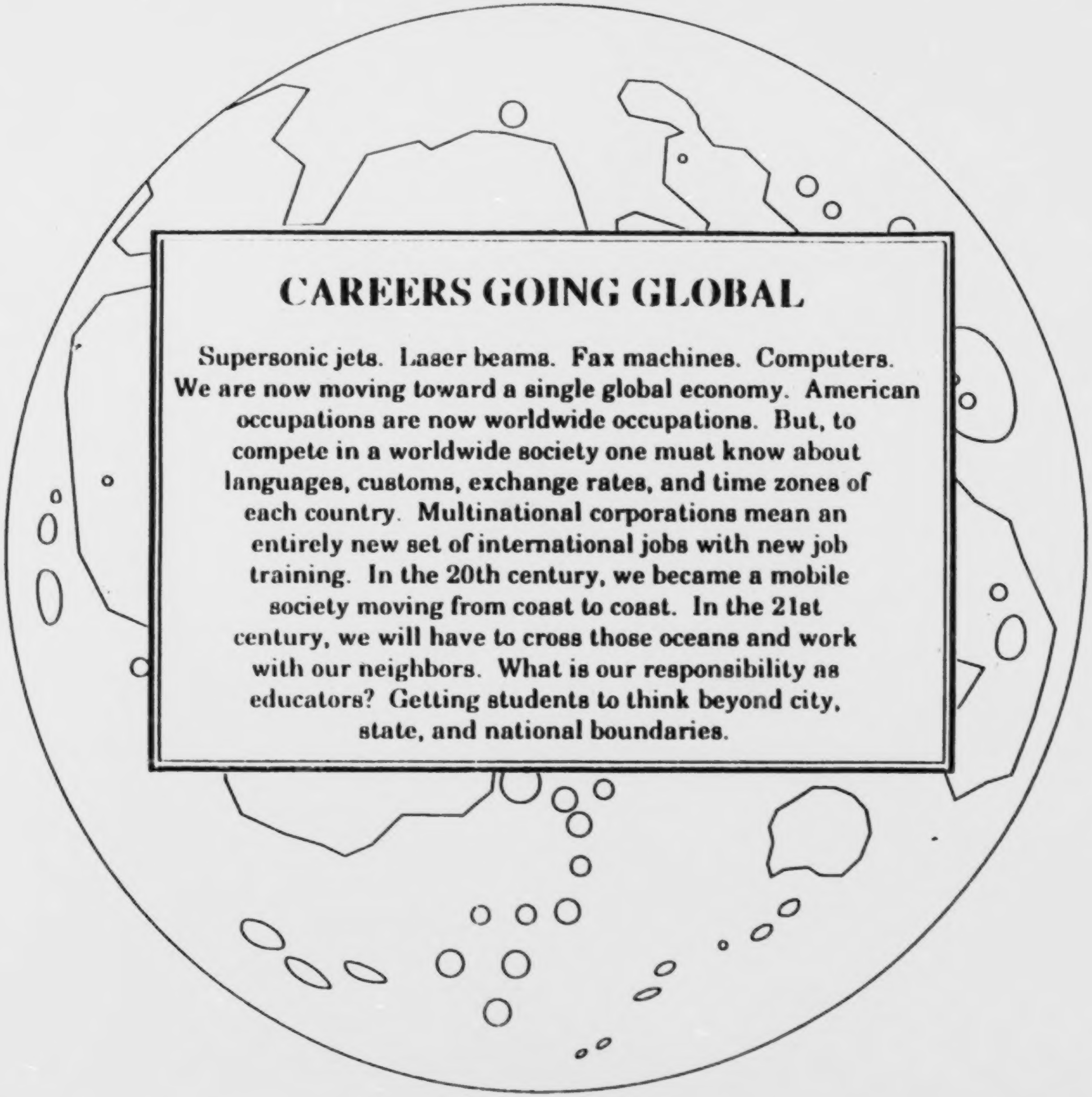

CAREERS GOING GLOBAL

Supersonic jets. Laser beams. Fax machines. Computers. We are now moving toward a single global economy. American occupations are now worldwide occupations. But, to compete in a worldwide society one must know about languages, customs, exchange rates, and time zones of each country. Multinational corporations mean an entirely new set of international jobs with new job training. In the 20th century, we became a mobile society moving from coast to coast. In the 21st century, we will have to cross those oceans and work with our neighbors. What is our responsibility as educators? Getting students to think beyond city, state, and national boundaries.

TENNESSEE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (TOICC)
1992

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INTRODUCTION

The suggested activities presented in this guide are designed to correlate with and/or compliment the contemporary video "Careers Going Global" and an exciting, state of the art microcomputer software component entitled "Interactive Computerized Learning Enrichment Component (ICLEC)". This unique multi-media curriculum packet, designed for middle and high school students, will highlight some of the possibilities available for overseas career opportunities with multinational firms, the military, government, and other entrepreneurships (We traveled to Hong Kong to begin our interviews with Americans whose jobs took them out of the country). This curriculum will also serve to reinforce the reality that students must preare now if they are going to compete in an ever-competitive global society.

The organization and framework of this resource guide is based on fifth through twelfth grade social studies, foreign language, and career counseling competencies. Input was provided by public middle and high school social studies teachers and guidance counselors across the entire state of Tennessee. Use those activities that appeal to you and your students. Create additional ones. And by all means, please feel free to provide us with your feedback. Remember, our job is to prepare students to be able to compete successfully in an ever-competitive global society. With advanced technology, our students will do and see things that we would never have dreamed. Where some of us will never venture beyond the Tennessee borders, our students could possibly conquer the universe. New horizons! New ambitions! Who knows? Tomorrow, your students' careers could be...GOING GLOBAL.

The Editors

MIDDLE SCHOOL ACTIVITIES

ACTIVITY: Learning About Language Differences

PURPOSE: To Learn To Say "Thank You" In Twelve(12) Different Languages

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th and 6th

DESCRIPTION OF ACTIVITY: Number 1-24 on cards with 12 having the language identification on the back and another 12 having the corresponding means of saying "thank you." Divide your students into two teams and take turns trying to match the language with the phrase. The team with the most matches wins.

THANK YOU'S

Shay-shay	Mandarin
Doe-jay	Cantonese
Arr-i-gah-toe	Japanese
Shu-kran	Arabic
Grah-see-as	Spanish
Ohb-ri-gah-toe	Portuguese
Grahtz-ee	Italian
Mare-see	French
Dahnk-ah	German
Tak	Scandinavian
Spa-see-bow	Russian
Thank you	English

ACTIVITY: The Right Job; The Right Country

PURPOSE: To Create An Awareness And Appreciation For The Importance Of Different Job Descriptions In Other Cultures

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th and 6th

DESCRIPTION OF ACTIVITY: Talk about the fact that status in our nation is tied to jobs as much or more than any other factor. Explain that when people meet, one of the first questions asked is "What do you do?" Investigate what occupations are held in high regard throughout the world. Probe to find out what job skills are important for gaining these positions.

ADDITIONAL ACTIVITY: Purpose: to Discuss the Role of Women in Different Cultures

Tell the students that in our own nation and other parts of the Earth thoughts about what women can and should do are rapidly changing. Discuss the fact that women are looking for the same kinds of job opportunities that men are looking for.

People want jobs that are important.
People want jobs that offer good pay.
People want jobs that are interesting.

Ask each member of the class to name the job he or she would like to have when he or she is an adult. Don't tell the students what your are doing, but keep separate lists of male and female responses. Review the lists to see if the responses are sex sterotyped (females most often choosing occupations such as secretary and teacher, and males choosing scientific, technical, and highly professional occupations). Report the results of your survey to the students. If the female students seem to have lower occupational aspirations than the male students, you may want to question them as to why. How would these results be different in another culture?

ADDITIONAL RESOURCES: Global Success, related resource books on individual countries

ACTIVITY: A Creative Means Of Studying The Globe

PURPOSE: To Name And Locate Continents And Oceans On The Globe

SUITABLE SUBJECT AREAS: Social Studies, Geography
APPROPRIATE GRADE LEVELS: 5th and 6th

DESCRIPTION OF ACTIVITY: Make a paper mache' model of the earth using a balloon, tempera paint, paint brushes, paste, newspaper strips, black felt tip pens, and a copy of the continents on the next page. Three layers of newspaper must be used to cover the balloon to make it sturdy. Paint, leaving to dry overnight. Cut and paste continents on the globe. Label oceans with a black felt tip pen.

ACTIVITY: Multicultural Aspects Right Here At Home

PURPOSE: Develop Awareness Of The Cultural And Historical Context Of Your Surroundings

SUITABLE SUBJECT AREA: Language Arts, Social Studies
APPROPRIATE GRADE LEVELS: 5th and 6th

DESCRIPTION OF ACTIVITY: Take photographs of the community which portray the variety of cultural and ethnic diversity present (Chinese restaurant, German deli, etc.) Choose a photograph illustrating a particular culture and research that culture and its context in both the local and national picture.

Related Activity: Create a visual and written biography of a person from a background different from yours.

ADDITIONAL RESOURCES: Managing Cultural Differences, encyclopedias, classroom texts, camera and related texts,

Polaroid Education Program
P.O. Box 227092
Dallas, Texas 75222-7092

ACTIVITY: A Picture Is Worth A Thousand Words

PURPOSE: Develop Self-Awareness, Self-Esteem, And Cultural Awareness

SUITABLE SUBJECT AREAS: Language Arts, Social Studies
APPROPRIATE GRADE LEVELS: 5th and 6th

DESCRIPTION OF ACTIVITY: Pair up and take photographs of a fellow classmate. Write about how you look today in your photograph. Why do you look the way you do (dress, ethnic background, attitude, etc.)? Bring in photographs from your past and put together a visual history. Write your autobiography using photographs to illustrate it.

Related Activity: Try the above activity with a pen pal from a neighboring city, state, or country. Examine environmental factors.

ADDITIONAL RESOURCES: Camera or possible video camcorder, cultural awareness resource materials

ACTIVITY: The Name Game: Learning About Places Around The Globe

PURPOSE: To Reinforce The Association Between City And Country Names

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th

DESCRIPTION OF ACTIVITY: Begin by saying, "Ring, ring! I'm calling from Taipei. What country am I calling from?" The student chosen responds by saying, "I'm answering from Taiwan." Continue with any progression or variation that works well. This activity can be used as an enrichment or follow-up.

ADDITIONAL RESOURCES: Current social studies textbook, world atlas, encyclopedias

ACTIVITY: It's Time For Recreation

PURPOSE: To Investigate Leisure And Recreational Activities Of Other Countries

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th and 6th

DESCRIPTION OF ACTIVITY: Have students discuss "recreational activities" as a method of relaxation. Mention that what might be recreation for one person may be considered work for another. Investigate recreation activities in other countries. Compare similarities and differences in leisure activities in this country.

ADDITIONAL RESOURCES: Encyclopedias

ACTIVITY: Exactly Right

PURPOSE: To Teach Students About Different Types Of Money And Money Exchange

SUITABLE SUBJECT AREAS: Math, Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Set up a bookstore in your classroom including basic school supplies such as paper, pencils, and erasers. Students will be given different "money" from countries in which to spend at the bookstore. Each day a different country's money will be used. This will give students practice in pricing items by other money bases and then also students will be given opportunities to make change.

ADDITIONAL RESOURCES: International Division of your local bank

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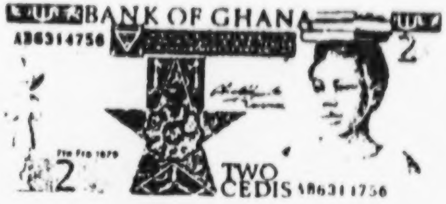
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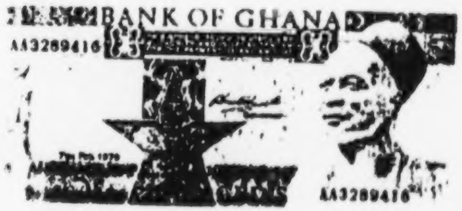
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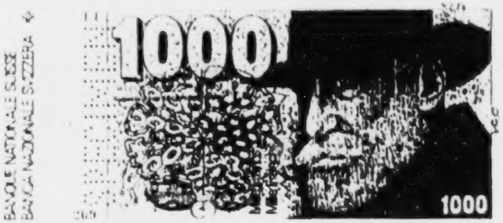
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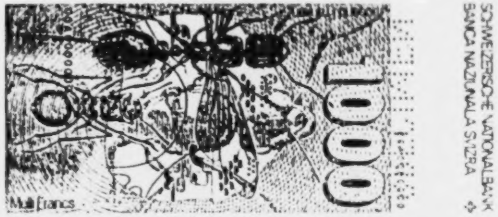
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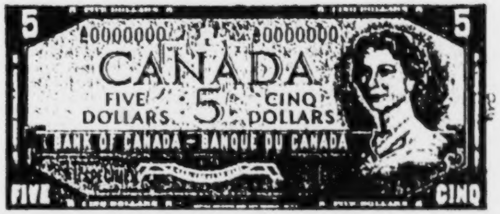
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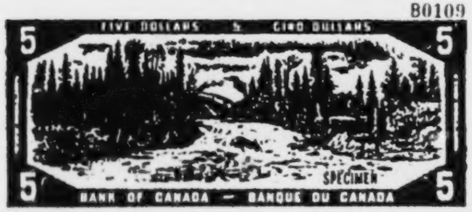
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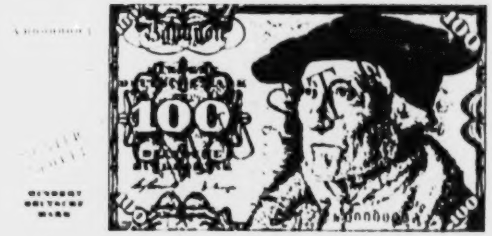

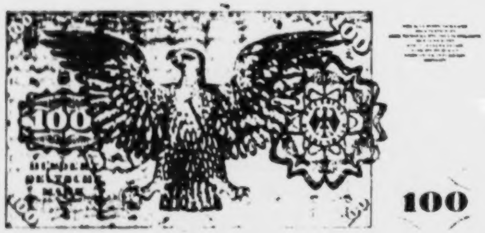

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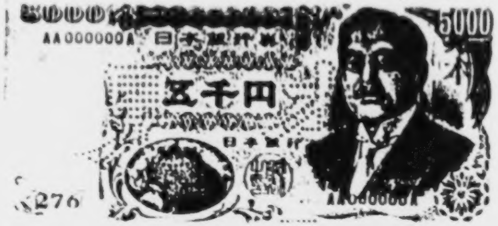
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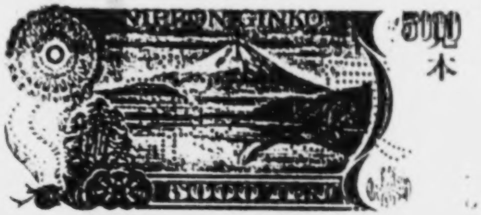
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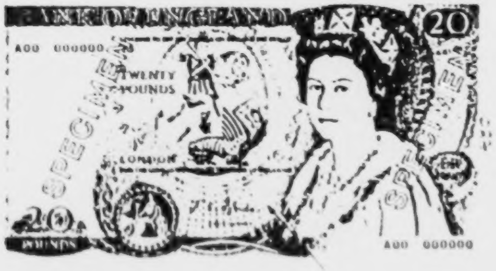
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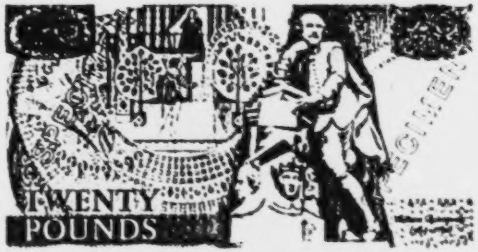
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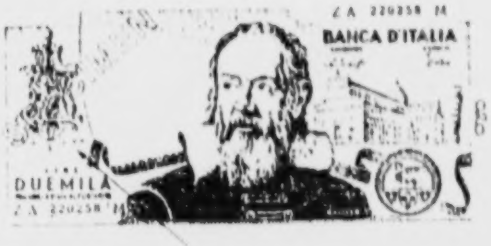
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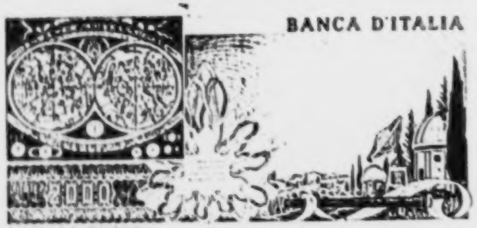
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ACTIVITY: A Trip To The Local Library

PURPOSE: Introducing Students To New Careers

SUITABLE SUBJECT AREAS: Social Studies, Language Arts, Career Counseling
APPROPRIATE GRADE LEVELS: 5th thru 6th

DESCRIPTION OF ACTIVITY: Arrange a trip to the local library (children's department) to introduce students to career books, travel videos, audio teaching tools, etc. Inform the librarian in advance of the importance of emphasizing careers that involve being familiar with other cultures. Have students write a report when they return to the classroom. If a trip to the local library is not possible, invite the librarian to visit your class.

ADDITONAL RESOURCES: Classroom textbooks, videos, public library

ACTIVITY: Learning About Careers

PURPOSE: To Gain Awareness Of Career Skills

SUITABLE SUBJECT AREAS: Social Studies, Language Arts, Career Counseling
APPROPRIATE GRADE LEVELS: 5th thru 6th

DESCRIPTION OF ACTIVITY: Student Activity: It's never too early to think about what you want to be when you grow up. Start now by writing down jobs you might be interested in. Find out more about them by reading about them in the encyclopedia or other books in your school library or asking your guidance counselor about them or talking with someone in your community who may have the same job(s). Next, answer the following questions: (1) What type of training/education do you need for this job? (2) How much does this job pay? (3) Does this job require any special travel (ex: traveling to another country)? (4) Tell why you might like to have this job when you grow up.

ADDITIONAL ACTIVITY: If your school has a middle school counselor, ask him/her to arrange a career day (or career fair). Once students have identified some interesting careers, ask your counselor to consider including persons from this list. Don't forget to include international careers.

ADDITIONAL RESOURCES: Encyclopedias, related books, classroom texts, Project INFOE

ACTIVITY: Is It Wrong Or Just Different?

PURPOSE: Understanding And Appreciating Customs Around The World

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th and 6th

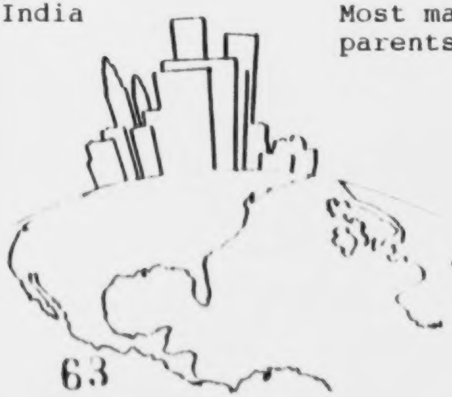
DESCRIPTION OF ACTIVITY:

Comparing Customs

Every culture has its own customs. Many people think that their culture is completely different from all others. That is not necessarily so. Cultures throughout the world have different customs, but they serve to meet similar needs.

For each custom given in the chart, give a similar custom, or way of meeting a need in the United States.

COUNTRY/CONTINENT	CUSTOM	WHAT CUSTOMS ARE DIFFERENT/ SIMILAR IN THE UNITED STATES?
China	People eat with chopsticks.	
France	People celebrate Bastille Day to mark their independence.	
Africa	Some people braid their hair into fancy styles.	
India	Most marriages are arranged by parents.	



Israel	People read books right to left.
Afghanistan	Nomads show their wealth by the number of horses and cattle they own.
Great Britain	Automobile drivers keep to the left side of the road.

RELATED ACTIVITIES: Have students expand this list to include other customs and maybe third or fourth countries.

Example:

COUNTRY	CUSTOM	U.S.	JAPAN	ENGLAND
China	People eat with chopsticks	With knives and forks	?	?

Source: Social Studies Multicultural Curriculum Guide 7-12, Metropolitan Public Schools, Nashville-Davidson County, Tennessee

ADDITIONAL RESOURCES: Encyclopedias, classroom texts, current social studies textbooks, culturgram

ACTIVITY: Looking Beyond The Menu

PURPOSE: Understanding And Appreciating The Origin Of Food

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th and 6th

DESCRIPTION OF ACTIVITY: Unless in an ethnic restaurant, we seldom wonder about the origins of many of the foods we eat on a regular basis. Listed on the attached sheets are foods commonly seen on restaurant menus. To the right of each food, have students identify the country of origin. As a follow-up, have students locate recipes for several of the items on the list and discuss ingredients relative to the country's food supply or primary crops, climate, dietary needs, religious beliefs, etc. (a key has been provided at the end of this exercise).

ADDITIONAL RESOURCES: Encyclopedias, home economic resources, multicultural literature, classroom texts.

Looking Beyond The Menu

	Foods	Country of Origin
1.	Caviar	
2.	Antipasto	
3.	Fondue	
4.	Borscht	
5.	Egg and Lemon Soup	
6.	Won Ton Soup	
7.	Bird's Nest Soup	
8.	Coldo Verde	
9.	Minestrone	
10.	Spaghetti with Sauce	
11.	Pizza	
12.	Chow Mein	
13.	Chop Suey	
14.	Ravioli	
15.	Shish Kabob	
16.	Chile con Carne	
17.	Coq-au-vin	

	Foods	Country of Origin
18.	Moussaka	
19.	Sashimi (raw fish)	
20.	Frankfurter (plain)	
21.	Hot Dog	
22.	Hamburger	
23.	Weiner Schnitzel	
24.	Goulash	
25.	Fried Chicken	
26.	Paella	
27.	Squash	
28.	Potatoes	
29.	Beans	
30.	Sauerkraut	
31.	Corn	
32.	Wild Rice	
33.	Beets	
34.	Spinach	
35.	Tomato	

Foods	Country of Origin
36. Yeast Breads	
37. Doughnut	
38. Waffle	
39. Linzertorte	
40. Trifle	
41. Spumoni	
42. Ice Cream Cone	
43. Cheesecake	
44. Jello	
45. Plum Pudding	

Source: Social Studies Multicultural Curriculum Guide Guide 7-12, Metropolitan Nashville Public School System

ANSWERS TO

Looking Beyond The Menu

1. Russia
2. Italy
3. France
4. Russia
5. Greece
6. China
7. China
8. Portugal
9. Italy
10. Italy
11. Italy
12. U.S.
13. U.S.
14. Italy
15. Turkey
16. Mexico
17. France
18. Greece
19. Japan
20. Germany
21. U.S.
22. U.S.
23. Austria
24. Hungary
25. U.S.
26. Spain
27. American Indians
28. Peru
29. Mexico
30. Germany
31. Mexico
32. American Indians
33. Holland
34. Holland
35. Egypt
36. Holland
37. Holland
38. Holland
39. Austria
40. Great Britain
41. Italy
42. U.S.
43. Italy
44. U.S.
45. Great Britain

ACTIVITY: "Guess Me"

PURPOSE: To Identify Countries And Places Studied Around The World

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: This activity is entitled "Guess Me". Students may write short descriptive clues of lands or places studied. These may be placed in a box and drawn out by students or the students may read their own clues to the class. After the reading of a clue, class members try to identify the land or place described. This can be an excellent enrichment or follow-up activity.

ADDITIONAL RESOURCES: Classroom texts, world atlas, encyclopedias, videos on exciting places around the world

ACTIVITY: It's All In The Newspaper

PURPOSE: To Gain Knowledge Of Information And Current Events As Related To A Particular Country

SUITABLE SUBJECT AREAS: Language Arts, Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Divide the class into groups of five. Have students in groups prepare a newspaper with pertinent information on a country (example: language, religion, flag, courtesies, business "do's and don'ts", etc.). You could even include a weather and sports section. An insert for "Letters to the Editor" might include imaginary letters with concerns about the environment, pleas for pen pals, or marketing proposals for new products abroad. An "Entertainment" section might include pictures and explanations for possible tourist attractions. Papers should be printed and distributed to fellow classmates.

ADDITIONAL RESOURCES: Local and national newspapers (for layout styles), related supplementary books on various countries (ie., All About Italy), encyclopedias, world atlas

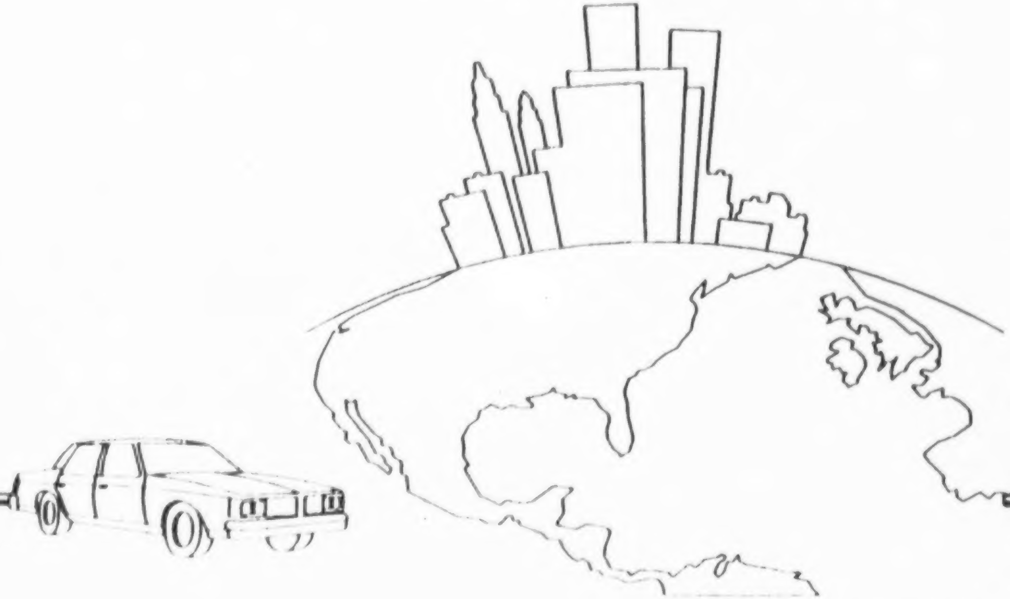
ACTIVITY: The Origin Of Inventions

PURPOSE: Understanding The Earth And Its People

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVEL: 5th thru 8th

DESCRIPTION OF ACTIVITY: Divide your students into teams. Have each team represent a country (or a continent). Then have a scavenger hunt where the students will bring in items only from their respective country. As the instructor, you might provide them each a list of items to find or encourage your students to do research and bring in only items INVENTED in these respective countries.

ADDITIONAL RESOURCES: Encyclopedias



ACTIVITY: Meeting The Foreign Investor

PURPOSE: Understanding The Role Of The Foreign Investor In The United States

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Tour local businesses owned by foreign investors, or local companies with overseas offices. Discuss why they came to the United States to make investments. Why did these companies select Tennessee? Could you set up a similar business in their country? Why or why not? What are the advantages and disadvantages of working with foreign investors? What effect, if any, do multinational firms have on the Tennessee and national economy. Study cultures and traditions and compare similarities and differences.

Places Of Interest
- Nissan
- Kampf Machinery
- Bridgestone
- Coca-Cola
- Ford
- McDonald's
- IBM

ADDITIONAL RESOURCES: "U.S. News and World Report", similar current news magazines

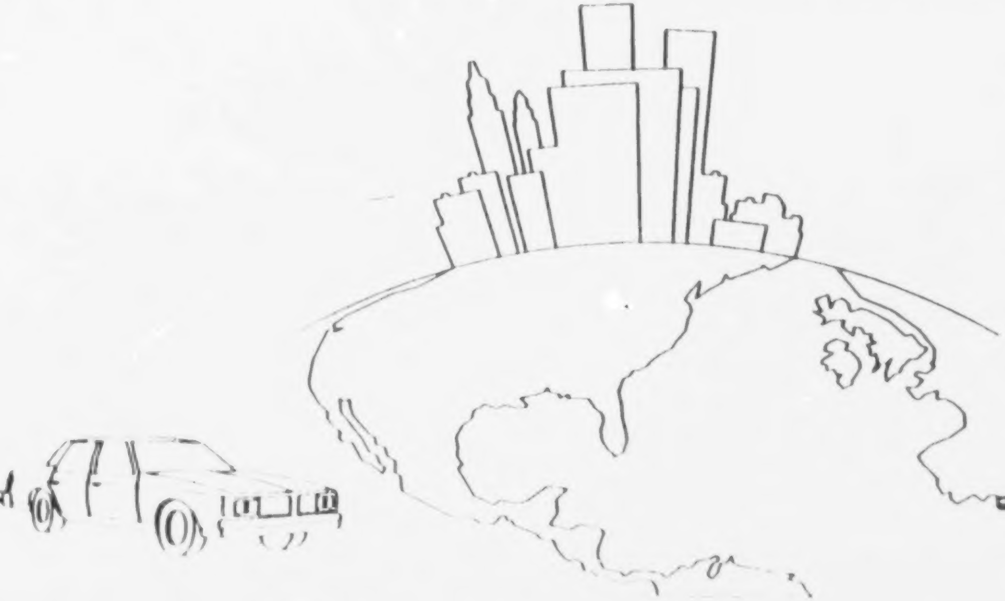
ACTIVITY: Spoons, Forks, Knives, Or Chopsticks?

PURPOSE: To Experience Table Manners And Customs Of People In Different Countries

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: As a role-playing activity, have students choose a country and make preparation for a meal. Research eating customs for that country. Set a table and make believe you are eating in a foreign land. Compare table manners and customs of one country to another. The attached information on "Entertainment Customs" should prove helpful.

ADDITIONAL RESOURCES: Going International, Global Success, Do's And Taboos Around The World, etiquette books, international etiquette books



ENTERTAINMENT CUSTOMS

UNITED KINGDOM. If invited to the home (and you may be the only guest), bring a small gift (flowers or chocolates). The fork is held in the left hand. Thank the hosts for their hospitality and send a "thank you" note the next day.

SWEDEN. Business may be conducted over lunch. Entertainment does not play a large role in business. Punctuality is crucial. If you are invited to someone's home, bring a gift of flowers or candy. The host traditionally helps the guest off with his/her topcoat. Try to eat everything on your plate and express appreciation for the meal.

SPAIN. If invited to the home, a gift is not expected, but you may bring a box of candy. Do not send flowers except for special occasions. Dinner is usually after nine or ten o'clock.

SOUTH AFRICA. Dinner may be as early as five o'clock. Arrive on time, and bring a gift. The fork is used in the left hand. Guests do not ask for anything to be passed at the table. Stay for several hours after the meal.

USSR. Dinner is eaten about six o'clock. It is rare to be invited to a Soviet's home for dinner, but if you are, it is customary to bring flowers or liquor, vodka or wine. Compliment the hosts on the food and sit at the table a long time after the meal. You may send flowers afterward. Invitations are more likely to include a ballet, circus or concert, and dinner in a restaurant. Toasts are common, and the guest must be prepared to return toasts.

SAUDI ARABIA. Entertaining is usually done in restaurants and hotels. Women are generally not included; in the home they will dine in a separate room. Be prepared to eat with your hand--the right one. Leave soon after eating.

PHILLIPPINES. The hotel is the center of social gatherings. Etiquette is the same as in the United States. Hospitality is important and guests should always be solicitous and tactful. People who have not been invited may turn up at a dinner.

NETHERLANDS. Guests come on time and may bring flowers. Do not make personal compliments when visiting unless you know your hosts well. Do not sip your drink until all the guests have assembled and the host has made a toast. Generally keep both hands on the table and elbows off the table. The fork is held in the left hand. Leave after coffee is served, before 10:00 p.m. If coffee is served a second time, it is a hint that you should be going.

MEXICO. The main meal is in the afternoon between two and five o'clock. If you're invited to the home, flowers for the hostess are usual for the first visit. A spouse is customarily invited too when business colleagues have a personal relationship. Dinner is around eight-thirty or nine. Never come early. "thank you" at the door and a telephone call later are sufficient.

ISRAEL. Evening meals are light, and an invitation to lunch is more usual. Typically, arrive around twelve-thirty for a one-o'clock lunch. Books, candy or flowers are good gifts. Either the oldest person or the host will begin eating first. Thank the host upon leaving, and again with a card or flowers later. (Many observe religious dietary restrictions that prohibit eating pork and shellfish.)

ITALY. Execpt in Milan, business entertaining is not popular. Dinner may be from eight to ten, sometimes earlier in smaller towns. You may bring a gift or send flowers afterward, but not chrysanthemums which are used for funerals and grave sites. Usually entertainment is in a restaurant. Hands are kept above the table. Compliments on the meal and home are appreciated.

JAPAN. Most entertaining is done in restaurants. If you are invited to someone's home, bring a small gift and present it with both hands to the host. Sake is served before dinner, and it is polite to fill each other's cups. Try to use chopsticks. Send a note of thanks.

KOREA. Entertainment can play a major role in developing business-social contacts, fostering understanding and general rapport. When entering a Korean home, remove your shoes and wait to be invited inside. Bring a small gift or flowers. Conversation takes place after, not during, the meal. Wives are rarely included in invitations to a restaurant or bar.

BRAZIL. Some invitations will tell you to come "American" or "airport" time, which means on time; otherwise try to be a bit late so as not to embarrass your hosts by arriving before they are ready. Gifts are not necessary, but candy, champagne or a basket of fruit will be appreciated. Send flowers the next day.

CANADA. Dinner may be served as early as five o'clock, or after seven. Plan to stay two or three hours. A "thank you" at the door is sufficient.

PEOPLE'S REPUBLIC OF CHINA. Most entertaining will be at restaurants or banquets. Each quest may be seated and served by the host; do not serve yourself. Eat sparingly, as there are many courses. Don't drink alone. Make a toast so that others will join you. The host will signal the end of the meal, and you should depart promptly.

EGYPT. Lunch is the main meal rather than dinner, usually from two to four o'clock, and you may be invited for the day. You should arrive around eleven or twelve. Bring candy or cake for the children, but not flowers, unless someone is sick or getting married. Wash your hands before the meal and after.

FRANCE. The dinner hours begins around eight or later; you can comfortably arrive ten minutes late. Guests often bring flowers, pastries, wine, candies or even a plant. Unless you know your wines, bring something else. A "thank you" note is expected.

GERMANY. The evening meal is generally simple. Hands are kept above the table. Candy, wine or flowers may be brought or sent afterward. A "thank you" note is expected.

HONG KONG. Chinese businessmen generally entertain in restaurants; eight- to twelve-course meals are common. In the European community, dinner parties are most often held in the home. Guests are expected to arrive on time. Gifts are brought for the children, or fruit in a basket. At a restaurant the guest of honor usually ends the meal by rising and thanking the host on everyone's behalf.

INDIA. Most entertaining is done in hotels or restaurants, and wives are generally invited. Some food may be eaten by hand--the right hand. Devout Hindus do not eat beef; Moslems do not eat pork, ham or bacon, nor do they drink alcohol. Many people do not eat meat, fish or eggs. Wash your hands and rinse your mouth before eating.

Source: Going International

ACTIVITY: Fun With Other Languages

PURPOSE: To Identify Common Phrases In Other Languages

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: This activity can stimulate interest in learning other languages for communication purposes. Although English is fast becoming a global business language, all people of the world will not speak or understand it. Students should be encouraged to learn other languages. Research correct spelling and pronunciation of words in other languages. Place these words on a game board. The board will contain common foreign language words. The chips to cover the board will be in English with the language at the bottom. An example is shown on the attached sheet. Make up your standard rules for playing the game(s).

ADDITIONAL RESOURCES: Language tapes, library books, classroom textbooks, encyclopedias

Fun With Other Languages

Example of
Game Board

	Bonjour		
		Si	
			Oui

Example of Chips

Good Day- French	Yes- Spanish

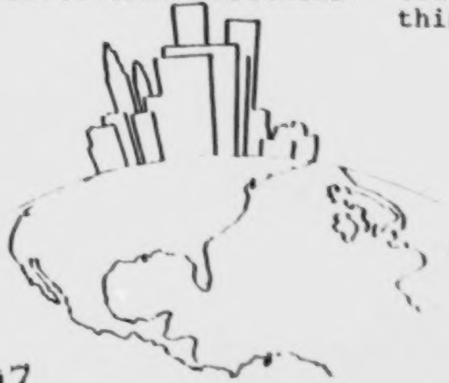
ACTIVITY: When The United States Goes To Market

PURPOSE: Understanding The Dynamics Of International Trade: Identifying Countries Where United States Products Are Successfully Marketed

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Map Study Skills: Why is exporting "Big Business" for Coca-Cola (155 countries), Pepsi (148 countries), Levi Strauss, Pampers, Time Magazine (31 million people), etc., in foreign countries? In what countries has the United States been successful in marketing its products? What are some key factors for this success? After identifying specific countries and products, have students locate these countries on a world map and discuss the following: What does it takes to prepare these products for delivery overseas? How much travel mileage is involved? Why would companies import our products instead of creating their own? Who sells these products to them? How do they begin the purchasing requests? What role would the World Trade Center play? What preparation would be required before you could apply for a job with any of the big exporting companies like Coca-Cola? What attracts these various countries to our products - the marketing strategies used by our companies, supply and demand, necessity?

ADDITIONAL RESOURCES: Classroom text, large map, export chart (already included in this resource guide), current resources



ACTIVITY: Choosing The Appropriate Menu

PURPOSE: To Learn More About Foods Eaten In Other Countries

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Divide class into groups of five. Assign each group a country in which to study about their customs concerning food. Have the students design a menu to go along with foods and customs of the country they represent. They also could compile a cookbook of recipes representative of their country. Pricing the menu items would provide more practice in dealing with types of currency from different countries. There can be additional discussion on spices, fruits, etc., unique to various countries.

ADDITIONAL RESOURCES: International cookbooks, encyclopedias, world atlas

ACTIVITY: Jobs Away From Home

PURPOSE: To Realize What Is Important To Know When Living Or Working In Another Country

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Introduction: Explain that people earn money to survive and that sometimes earning money requires leaving a particular state or even leaving the United States. Talk about how it would feel to leave your nation, your family, and friends. Mention some situations in our nation where people work in places away from their families.

Persons employed in the military, professional sports or harvesters may be away from their families during certain seasons of the year.

A job assignment could send a businessperson overseas for a period of time.

Families cannot always accompany the worker for a number of reasons including expense, children in school, and so forth.

Have students review the video "Careers Going Global".

A) What would be vital to know if one was asked to take a job assignment overseas?
B) What would be some of the advantages and disadvantages to a move of this nature?
C) What role does the U.S. Embassy play in assiting people who work overseas?

ADDITIONAL RESOURCES: Do's And Taboo's Around The World,

world atlas, encyclopedias

ACTIVITY: A "Stitch" Apart

PURPOSE: To Research About Cultures Of Other Countries

SUITABLE SUBJECT AREAS: Social Studies, Art, Home Economics
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Make a quilt depicting the culture of a particular country. Students will study about the background of the country. They will choose something from their research to illustrate on a 12x12 square of cloth (may use muslin). Use permanent markers so they will not fade. Draw the picture (example: flag, dress, flower, a tourist attraction). Piece the quilt together. Sew on backing. A quilt like this makes a beautiful wall hanging.

ADDITIONAL RESOURCES: Quilting materials, classroom texts, supplementary materials on countries throughout the world, encyclopedias, world atlas

ACTIVITY: Identifying The World Time Zones

PURPOSE: To Help Students Identify The 24 Time Zones Of The World

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: The distance around the center of our world in degrees is 360 degrees. Each 15 degrees identifies a time zone not always on a straight line of longitude. How many time zones are there in our world? What time zone do you live in? Identify the time zones in the United States. Imagine you are doing business with a company in Hong Kong. You need to call your representative in Hong Kong. When do you suppose would be the best time to call? In addition to calling, is there another way you can contact him/her? Which would be quicker? Which would be easier? Which would you choose? Why? Why do you think it is necessary to know the time zones of the world? Create a world time zone chart, color coding your time zones. Keep this information in your personal social studies journal or notebook. Encourage the use of the Interactive Computerized Learning Enrichment Component.

ADDITIONAL RESOURCES: Social Studies/Geography text. Use your library (school or public), Interactive Computerized Learning Enrichment Component.

ACTIVITY: Using The World Time Zone Chart

PURPOSE: To Use The Time Zone Chart As A Learning Tool

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: As a follow-up to "Identifying The World Time Zones" use the completed time zone chart as a tool in identifying times around the world. Use the following questions as a starter: When it is 7:00 a.m. in New York City, what time is it in Moscow? When it is 12:00 noon in Knoxville, what time is it in Beijing?

Students may catch on quickly. If so they may ask times to their classmates. They should conclude that while it may be day time in New York and Knoxville, it is night time in other places around the world. Also, while we sleep, other people of the world are working.

ADDITIONAL RESOURCES: Use the charts that students created under "Identifying The World Time Zones" activity.

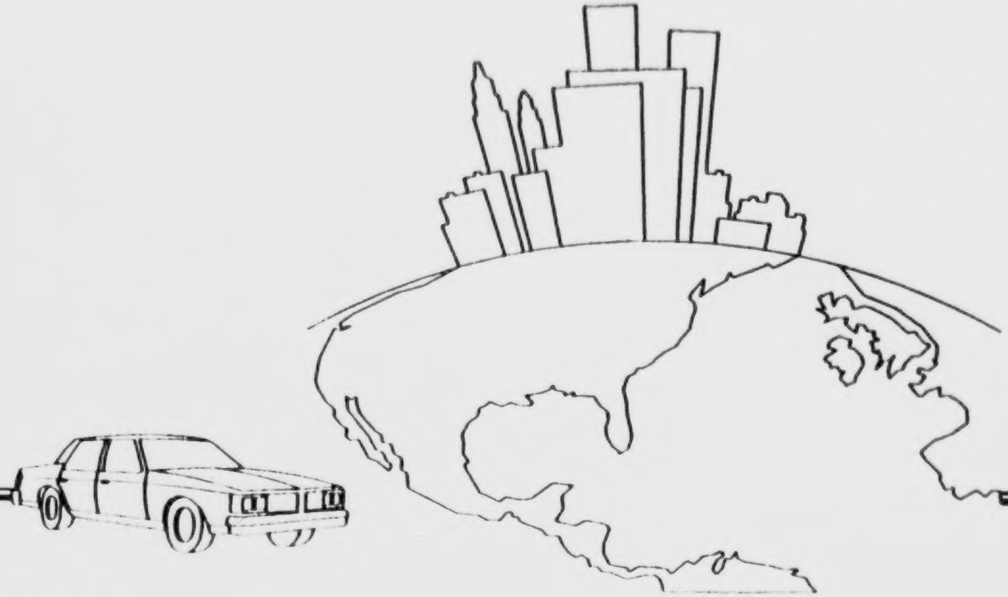
ACTIVITY: What Is A Culture?

PURPOSE: To Provide An Overview Of Our Culture As Compred To A Culture Of Another Country

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY:
(1) Fill in the chart for your culture.
(2) Fill in the chart for a different culture from your own.
(3) Compare and discuss

ADDITIONAL RESOURCES: Current classroom text, encyclopedias, multicultural journals and books.



What is Culture?

What gives a society its character?

The governments organized

The tools used

The arts and recreation developed

The clothes worn

The religion believed in

The shelters lived in

The values accepted

The things made

The customs and traditions followed

The language spoken

The foods eaten

The knowledge shared

Source: Dr. Tandy Taylor

ACTIVITY: A Careful Review Of "Careers Going Global"

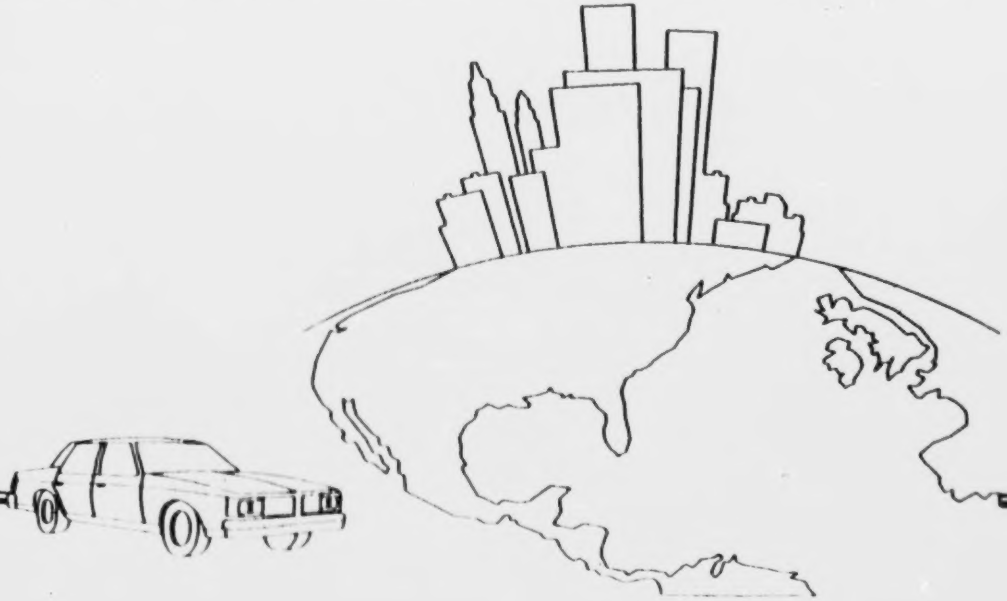
PURPOSE: Understanding World Geography

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: After viewing the video "Careers Going Global," have students identify the flags shown during the introduction, matching them with the correlating countries.

ADDITIONAL ACTIVITY: Encourage students to design a notebook which would include names of specific countries, capital cities, flags, locations on the map or globe, chief exports, official languages, etc. Once completed, students may wish to make brief oral presentations to the class.

ADDITIONAL RESOURCES: Current classroom text, encyclopedias,world atlas



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ACTIVITY: Making The Perfect Video Commercial

PURPOSE: To Create And Advertise Marketable Products For Use Overseas

SUITIABLE SUBJECT AREAS: Language Arts, Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Divide students into small groups. Have them review information on the lifestyle, culture and language of people from a country they have just studied (or are currently studying). Ask each group to create a "product" that it feels would be used both here in the United States and in that particular country. Once that product is complete, have each group design the "perfect" accompanying commercial. Videotape each commercial.

ADDITIONAL ACTIVITIES: Later, if time permits, invite foreign language students from your feeder high school to help translate the commerical into the appropriate foreign language. Videotape the final results.

ADDITIONAL RESOURCES: Encyclopedia, classroom texts, atlas, almanac, related journals

ACTIVITY: Learning About Other Cultures Can Lead To Exciting Futures

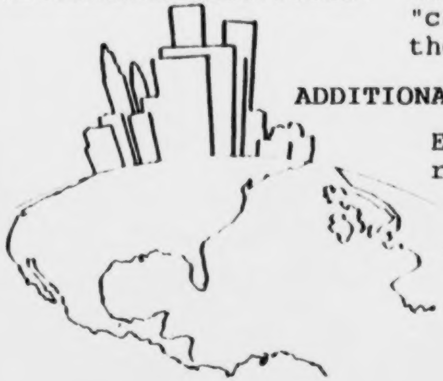
PURPOSE: Understanding The Importance Of Being Prepared To Work In A Global Society

SUITABLE SUBJECT AREAS: Career Counseling
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Have students select one of the following careers that require understanding and knowledge of other cultures and/or countries: (Feel free to extend this list to include additional careers.) (1) chef trained in France (2) international tour guide (3) international businessperson (4) exporter/importer (5) Vista or Peace Corp volunteer (6) United States ambassador (7) United Nations interpreter (8) international banker (9) teacher stationed at a U.S. military base abroad (10) currency exchanger (11) United States president (12) international news reporter (13) visiting university professor (14) military officer stationed overseas (15) overseas hotel manager (i.e., Sheraton International, Hilton International) (16) purser (17) flight attendant.

Have students learn as much as possible about his/her career (i.e., education/training, language requirements, on-the-job training). Then have each student design a colorful poster intended to introduce the career, its importance, and career opportunities associated with this career. Display finished products in "Career Corner."

ADDITIONAL ACTIVITIES: When possible, arrange to have your students take their "career" posters to K-5th grade classrooms to introduce these careers to younger children.



ADDITIONAL RESOURCES:

Encyclopedias, Tennessee Career Guide: The Sky's The Limit, related resources, community resource

ACTIVITY: Scenes Recognized Throughout The World

PURPOSE: Understanding World Geography

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: The Statue of Liberty is an example of one U.S. attraction recognized throughout the world. Have your students review "Careers Going Global" and identify other historical sites shown in this video (example, Sugar Loaf). Either in oral or written reports, have students share information on a particular historical site (i.e., location, period in which site was constructed, official use of site, and why site is so well known).

ADDITIONAL ACTIVITY: Ask students to name other famous world sites that were not included in the video "Careers Going Global" (i.e., Leaning Tower of Pisa). Follow up with student reports similar to the above mentioned activity.

ADDITIONAL RESOURCES: Encyclopedias, current classroom text, world atlas, history books

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ACTIVITY: The United Nations

PURPOSE: Understanding And Appreciating Cultural Pluralism In A Unique Workplace

SUITABLE SUBJECT AREAS: Social Studies
APPROPRITE GRADE LEVELS: 5th thru 8th

DESCRIPTION OF ACTIVITY: Using encyclopedias, social studies textbooks and related references, have students write a report on the United Nations. Include the beginning date of the organization, purpose, membership requirements, and where and how often meetings are held. What role does the United States play with the United Nations, how are interpreters selected, and are there opportunities for student internships. Just recently, a new United Nations Secretary General was named. Who is he and where is he from? Encourage students to discuss the "mock" United Nations assembly.

Encourage students to write to the United Nations, giving them the opportunity to ask questions or present issues of concerns or interests.

ADDITIONAL RESOURCES: Encyclopedias, social studies texts

ACTIVITY: Planes, Boats, And Trolleys

PURPOSE: To Inform Students Of The Different Modes Of Transportation In The United States And Foreign Cities.

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 9th

DESCRIPTION OR ACTIVITY Divide students into groups. Have each group select a geographic area of the world. Select cities from each area and research the residents' mode of transportation (e.g., Venice, Italy - boat; China-bicycle; etc.). How do the various modes of transportation influence such issues as ecology, the environment, work time factors, etc.?

ADDITIONAL RESOURCES Encyclopedias, classroom textbooks, related resources

ACTIVITY: Traveling Abroad? Why The Passport?

PURPOSE: To Introduce Students To The History And Purpose Of The Passport In International Travel

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 9th

DESCRIPTION OF ACTIVITY: Have students research the purpose and history of the passport. Why is it important? When and where did it originate? When is it necessary to use a passport when traveling internationally (ie., Does one need one to travel to England, Canada, St. Thomas, Virgin Islands? Why or why not?)? Where does a person apply for a passport? How long is the application process? Once administered, how long is a United States passport valid? What is the difference between a passport and a visa?

Have younger students design and create their own passport which can include a color photograph, their own fingerprints, etc. Plan an imaginary trip to an exciting country abroad where a passport is required. Compare classroom passports with United States and foreign passports.

ADDITIONAL RESOURCES: Sample passport, encyclopedias

ACTIVITY: Source Search

PURPOSE: To Identify Sources Of Products Imported Regularly Into The United States

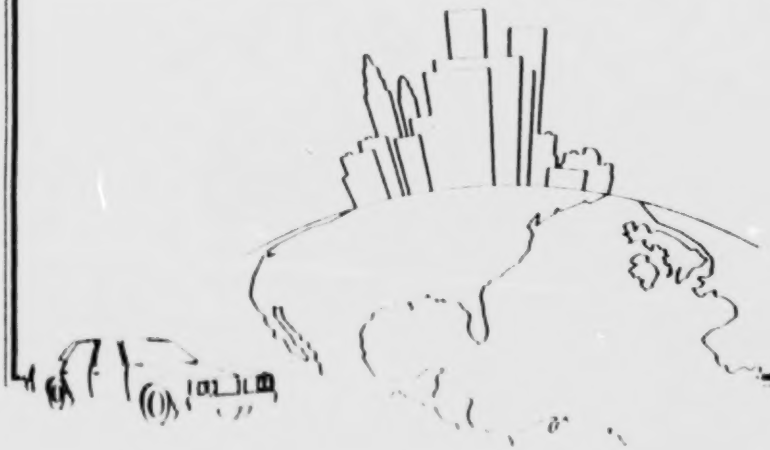
SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 6th thru 8th

DESCRIPTION OF ACTIVITY: Review the attached sample of the "Source Search" activity sheet. As observed, have your students identify a minimum of ten imported products used by Americans. Students are to guess the "source" by reviewing the clues provided to the left of the product

ie. PRODUCT	SOURCE
Silk	C _ i _ _

Students may work individually or in small groups. If this activity is timed, the first to respond to all clues correctly wins.

ADDITIONAL RESOURCES: Classroom texts, encyclopedias, world atlas



SOURCE SEARCH

Identify The Source Of The Products Listed Below

	PRODUCT	SOURCE
1.	Silk	C _ i _ _
2.	Lace	_ e _ g _ _ _
3.	Leather Gloves	_ t _ _ y
4.	Persian Rugs	I _ _ n
5.	Diamonds	S _ _ _ _ A _ r _ _ a
6.	Waterford Crystal	_ _ e l _ _ _
7.	Mercedes Benz	G _ _ _ _ n _
8.	Scottish Plaids	S _ o _ _ _ _ d
9.	Croissants	_ _ a _ c _
10.	Volvo	_ _ e _ e _

ANSWERS

1. China
2. Belgium
3. Italy
4. Iran
5. South Africa
6. Ireland
7. Germany
8. Scotland
9. France
10. Sweden

ACTIVITY: Geography Genius

PURPOSE: To Teach Location Skills For Geography Literacy

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 6th thru 8th

DESCRIPTION OF ACTIVITY: Ask students to identify and locate cities studied in the eastern hemisphere. Have them fill in their answers on a blank regional map.

Related Activity: Divide students into groups of two. Using a separate sheet (see attached activity sheet), have students list these cities, identifying, also, the longitude latitude, and one pertinent or important fact about each. Have students place a 🏢 next to each city that hosts a World Trade Center.

GEOGRAPHY GENIUS

City and Country	Latitude - Longitude	Important Fact
Frankfurt, Germany		
Geneva, Switzerland		
Helsinki, Finland		
Hong Kong, (UK)		
Istanbul, Turkey		
Johannesburg, South Africa		
Jaffa, Israel		
Kabul, Afghanistan		
Kiev, Soviet Union		
Lagos, Nigeria		
Madrid, Spain		
Yakutsk, Soviet Union		
Xi'an, China		
Valencia, Spain		
Warsaw, Poland		
Memphis, Egypt		

City and Country	Latitude - Longitude	Important Fact
Mecca, Saudi Arabia		
Medina, Saudi Arabia		
Narobi, Kenya		
Osaka, Japan		
Perth, Australia		
Rangoon, Burma		
Seoul, South Korea		
Tel Aviv, Israel		
Singapore, Singapore		
Tehran, Iran		
Amman, Jordon		
Baghdad, Iraq		
Beijing, China		
Cairo, Egypt		
Damascus, Syria		
Ebla, Syria		

City and Country	Latitude - Longitude	Important Fact
Zanzibar, Tanzania		
Zurich, Switzerland		
Innsbrook, Austria		

ACTIVITY: What Will You Wear?

PURPOSE: To Use Clothes As A Tool To Teach About Climates

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 6th thru 8th

DESCRIPTION OF ACTIVITY: This activity should help the students to understand the importance of learning about various climates around the world. After teaching or reteaching about the world's climates, remind students that they have already learned that climate is determined by how close or far away one is from the equator, and land elevations, or how close one is to large bodies of water. They should be reminded that there are five climate zones, the hottest being at the equator. Remind them that if it is summer in the northern hemisphere, it is winter in the southern hemisphere.

Situation: You are about to visit the World Trade Centers in 10 cities around the world. You need to know what to wear, how to pack. On the adjoining page is a chart of the cities and the designation month you are scheduled to visit. You decide what you will need to wear, based on the average temperature.

ADDITIONAL RESOURCES: World atlas, social studies text, travel guides from the public library

CHART

What Will You Wear?

Month	City	What Will You Wear?
January	Rio de Janerio	
March	Frankfurt	
April	Paris	
May	Chicago	
June	Bogota	
August	San Francisco	
September	Barcelona	
October	Beijing	
November	New Delhi	
December	Antwerp	

ACTIVITY: Global Concerns

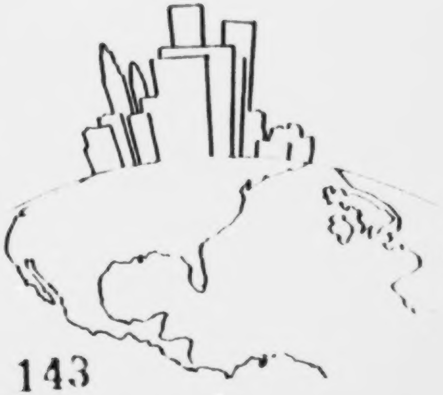
PURPOSE: To Identify Countries Of The World Whose Economic Problems May Prevent An Even Flow Of Trade With Other Countries

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 6th thru 8th

DESCRIPTION OF ACTIVITY: With a focus on global concerns, each of the countries listed below is coping with problems whose solutions are important to its people and possibly to world trade. Have students select two countries and identify one problem for each country. Then ask students to come up with solutions which could correct the problem(s).

Soviet Union
Iraq
Kuwait
Yugoslavia

ADDITIONAL RESOURCES: Current newspapers, news magazines, "Weekly Readers," "Junior Scholastic"



ACTIVITY: Your Manners Are Showing

PURPOSE: To Understand And Appreciate The Customs (Cultures) Of Other People

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 6th thru 8th

DESCRIPTION OF ACTIVITY: Have students identify customs travelers should observe when traveling or living overseas. Why are these important to know, particularly when a person is involved in a business venture?

Examples: In some countries, gentlemen commonly open doors for ladies; in others, it is not unusual for men to enter and exit doors and elevators ahead of women. In eating a bowl of rice in some parts of China, it is considered bad luck to keep the rice bowl on the table while eating from it. Smoking and burping while eating is acceptable in what countries? In the United States, when women and men are walking outside together it is customary for the man to walk on the outside (or the left of the female). Is this custom common in other parts of the world? Where is it unacceptable for women to participate in negotiating business deals? This should prove to be very interesting research for middle and high school students alike.

ADDITIONAL RESOURCES: Travel guides, Do's And Taboos Around the World, books on world culture and customs

ACTIVITY: Waterways Around The World

PURPOSE: To Identify Oceans, Lakes, Gulfs, Rivers - Waterways Around The World

SUITABLE SUBJECT AREAS: Social Studies, World Geography, English
APPROPRIATE GRADE LEVELS: 6th thru 8th

DESCRIPTION OF ACTIVITY: Students should be reminded that the oceans of the world are continuous. Using a blank map of the world (one has been provided in this resource guide), have students label all oceans, rivers, and gulfs and the land areas they connect.

Related Activities: Have students review regions of the world that they are currently studying or have previously studied. Ask students to identify the lakes and rivers in each region. Compare them to waterways in other regions. How are natural resources and other exports sent from country to country? What costs or time factors are involved? Is the transportation of goods via waterways less expensive than air cargo? Why? Why not?

As a creative writing activity, inform your students that they have just won a trip for four to visit Bangkok, Thailand. Have them write a paper which must include :

How they will travel (give directions, waterways used, etc.)
Whom they will take with them
What they will see and do
What customs/traditions they need to be aware of e of

ADDITIONAL RESOURCES: Classroom text, world atlas, travel guides

ACTIVITY: The Gross National Product (GNP): An Introduction

PURPOSE: To Compare The Gross National Product (GNP) Of Two Or Three Countries And Draw Conclusion From Information Shown

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 6th thru 8th

DESCRIPTION OF ACTIVITY: Review, with students, the term and meaning of Gross National Product (GNP). Select line, bar, or circle graphs (maps may also be used) for the hands-on section of this activity. Use natural resources of two or three countries. Chart the information if using graphs. Students should identify countries with the greatest or smallest GNP. Decide which country they would choose to trade with and tell why. Compare the countries with the United States. Tell how they are alike. How do they differ? Make a list of the countries with the highest GNP. Does the size of the country determine the GNP? What is meant by renewable resource? What is meant by nonrenewable resource? Give an example of each. Are the resources being discussed renewable? How can they be renewed? Are the resources nonrenewable? What precautions should be taken to insure their continued use?

ADDITIONAL RESOURCES: Use countries that students will study or are currently studying.

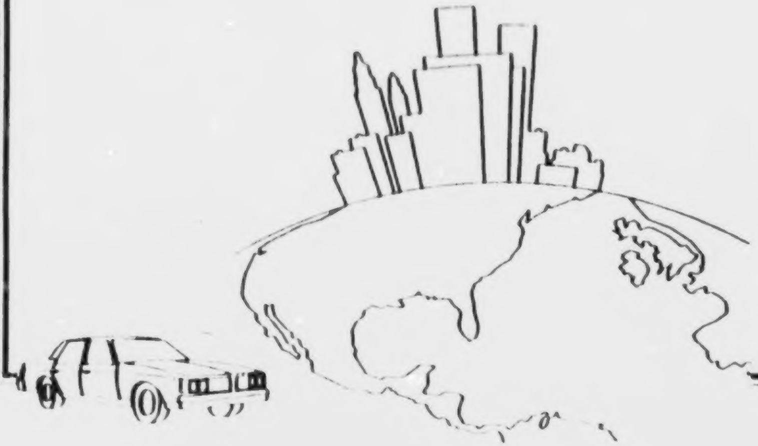
ACTIVITY: The Sweet Success Of Closing An International Business Deal

PURPOSE: Understanding The Role of Culture In International Business

SUITABLE SUBJECT AREAS: Social Studies, Business Education
APPROPRIATE GRADE LEVEL: 6th thru 9th

DESCRIPTION OF ACTIVITY: Role playing activity: You work for a company about to close on a multi-million dollar deal with an international firm. This firm's owner wants to close the deal here in the United States and wishes to stay in your home while negotiations are underway. What type of menus, entertainment, and transportation do you plan? How do you prepare for this visitor, realizing that one unwise move from you could cause your company millions of dollars?

ADDITIONAL RESOURCES: Global Success, Do's and Taboos Around the World, encyclopedias, international cookbooks



ACTIVITY: "Getting There In Time To Close The Deal"

PURPOSE: Understanding The Importance Of Time Zones In International Business And Travel

SUITABLE SUBJECT AREAS: Social Studies, World Geography
APPROPRIATE GRADE LEVEL: 6th thru 9th

DESCRIPTION OF ACTIVITY: Using the Interactive Computerized Learning Enrichment Component included in the "Careers Going Global" curriculum packet, identify countries, their time zone, and the number of hours it would take to travel to these countries from the central standard time zone region of the United States (e.g., from Nashville, Tennessee, to Frankfurt, Germany, would take approximately 7 hours). Why is this information important in international travel and business? In each instance, would one loose a day, gain a day, or would he arrive on the same day?

ADDITIONAL RESOURCES: Interactive Computerized Learning Enrichment Component
Apple Macintosh, Series 2 or IBM compatible microcomputer with voice capabilities

ACTIVITY: "Will The Real World Leader Please Stand Up?"

PURPOSE: Understanding The World Influence Of Other World Leaders On The United States

SUITABLE SUBJECT AREAS: Social Studies, World History, Current Events
APPROPRIATE GRADE LEVELS: 7th thru 9th

DECRIPTION OF ACTIVITY Have students identify prominent world leaders from around the world (e.g., the Queen of England, the President of Poland, etc.). What rules and regulations limit or enhance the power of each leader (e.g., the power of the Queen of England vs. that country's Prime Minister)? Which countries are United States allies? How do these and other related factors influence United States trade?

ADDITIONAL RESOURCES: Encyclopedias, classroom texts, related supplementary materials

ACTIVITY: Computer Assisted Fun: An Exciting Way To Find Out What Languages Are Spoken In Other Parts Of The World

PURPOSE: Interactive Computerized Learning Enrichment Component

SUITABLE SUBJECT AREAS: World Geography
APPROPRIATE GRADE LEVELS: 7th and 8th

DESCRIPTION OF ACTIVITY Using the mouse, match these countries with the "official language" in that country.

(Examples: Countries: Argentina, Brazil
Languages: Spanish, Portugese)
See attached sheets

ADDITIONAL RESOURCES: Apple Macintosh, Series 2, IBM compatible computer with voice capabilities

ACTIVITY: Interactive Computerized Learning Enrichment Component

PURPOSE: Understanding The Earth, Its People, And Elements Through Geography. Identifying Languages Spoken In Various Parts Of The World

SUITABLE SUBJECT AREAS: Social Studies, World Geography, Modern Foreign Language
APPROPRIATE GRADE LEVELS: 6th thru 12th

DESCRIPTION OF ACTIVITY: An Apple Macintosh, Series 2 or IBM compatible with voice capability, is necessary for this particular activity. Use the mouse and world map to match each country with its "official language." (Examples: Countries: Argentina, Brazil; Languages: Spanish, Portugese).

Feel free to use this activity as an introduction to a specific country or as an enrichment or follow-up activity.

ADDITIONAL RESOURCES: Encyclopedias, world atlas

Brazil - Portugese
Angola - Portugese
Mozambique - Portugese

Chad - French
Zaire - French
People's Republic of the Congo - French

Ghana - English
Botswana - English

Liechtenstein - German
Austria - German

Algeria - Arabic
Egypt - Arabic

Iran - Farsi (Persian)

Argentina - Spanish
Mexico - Spanish

Taiwan - Mandarin Chinese

India - Hindi, English
Canada - English, French
Cyprus - Greek, Turkish
Switzerland - French, German, Italian
Belgium - Dutch, French, German
South Africa - Afrikaans, English

Two more matching exercises using the balloons on the computer and dragging the correct match. Match countries with type of money and countries with religion. On the type of money, you could pick the currency on the computer screen. Most countries have currency that is designed with a person, place or thing of historical significance to that country (example: the Bolivian peso has a picture of Simon Bolivar)

Examples

Country	Money
Japan	Yen
England	Pound
Italy	Lire
Belgium	Guilder
Germany	Mark
France	Franc
USSR	Kopek

Examples

Country	Religion
England	Anglican
India	Hindu
Israel	Jewish
Italy	Roman Catholic
Pakistan	Moslem

Example #1

		Answers
1. Brazil	A. French	1. D
2. Argentina	B. Arabic	2. C
3. Egypt	C. Spanish	3. B
4. Botswana	D. Portguese	4. E
5. Zaire	E. English	5. A

Example #2

		Answers
1. Canada	A. Greek, Turkish	1. C
2. India	B. French, German, Italian	2. E
3. Belgium	C. French, English	3. D
4. Switzerland	D. French, German, Dutch	4. B
5. Cyprus	E. Hindi, English	5. A

Example #3

		Answers
1. Liechtenstein	A. Arabic	1. B
2. Angola	B. German	2. D
3. Ghana	C. English	3. C
4. Chad	D. Portugese	4. E
5. Algeria	E. French	5. A

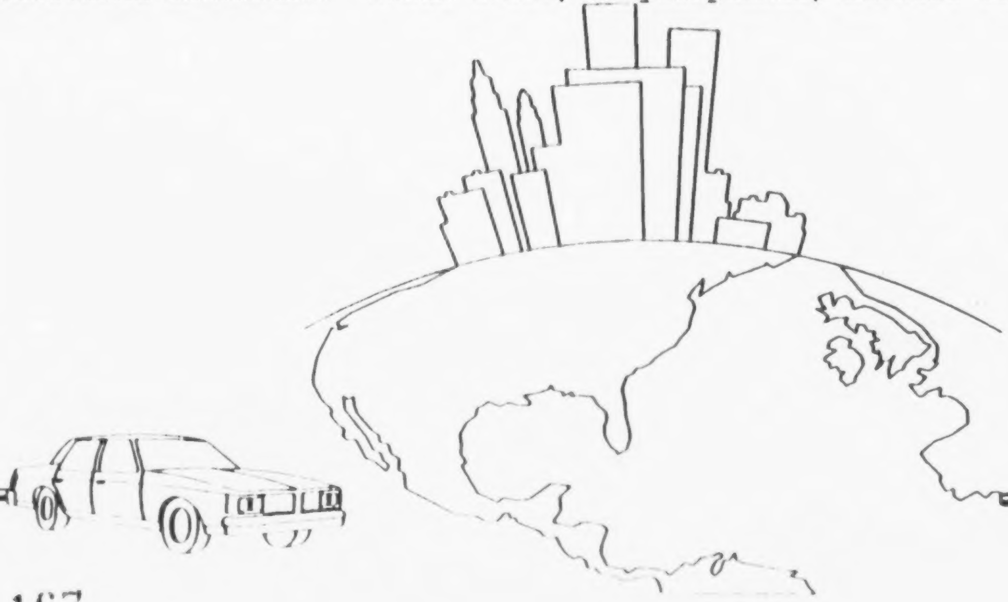
ACTIVITY: Putting It All Together Again

PURPOSE: Understanding World Geography: Recognizing And Associating Continents With Others

SUITABLE SUBJECT AREAS: World Geography, World History
APPROPRIATE GRADE LEVEL: 5th thru 8th Grade

DESCRIPTION OF ACTIVITY: Using a colorful world map with a heavy backing; cut it into pieces to form a puzzle (the older the students, the more challenging the design). Have the students put the puzzle back together again, identifying each continent, country, ocean, etc. Feel free to divide your students into teams and see which team can put the world "back together again," timing the activity. (See attached sample of map)

ADDITIONAL RESOURCES: World atlas, encyclopedias, current social studies texts



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ACTIVITY: The Global Alphabet Game

PURPOSE: Understanding World Geography

SUITABLE SUBJECT AREAS: World Geography
APPROPRIATE GRADE LEVELS: 7th thru 9th

DESCRIPTION OF ACTIVITY: Divide your students into groups. Have each group name foreign cities that start with each letter of the alphabet. (e.g., A - Amsterdam; B - Brussels; C - Copenhagen; Z - Zurich; etc., students may also include the country where these cities are located)

ADDITIONAL RESOURCES World Trade Center Association Members, dictionary, encyclopedias, globe

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ACTIVITY: Understanding And Appreciating Basic Geography Concepts

PURPOSE: Using Maps and Globes To Identify Countries Around The World

SUITABLE SUBJECT AREAS: World Geography
APPROPRIATE GRADE LEVELS: 7th and 8th

DESCRIPTION OF ACTIVITY:

(A) Have students identify the countries on the attached sheets, then match the picture of the country with the appropriate number.

(B) Have students identify each capital. Continue this activity with additional countries. (Answers: Australia - 6, Canberra; Columbia - 1, Bogata; Denmark - 3, Copenhagen; Finland - 8, Helsinki; Germany - 5, Bonn; Norway - 2, Oslo; Spain - 4, Madrid; Sweden - 7, Stockholm.)

SOURCE: Educational Foundation for Foreign Study

ADDITIONAL RESOURCES: World maps and globe, classroom text, related resources

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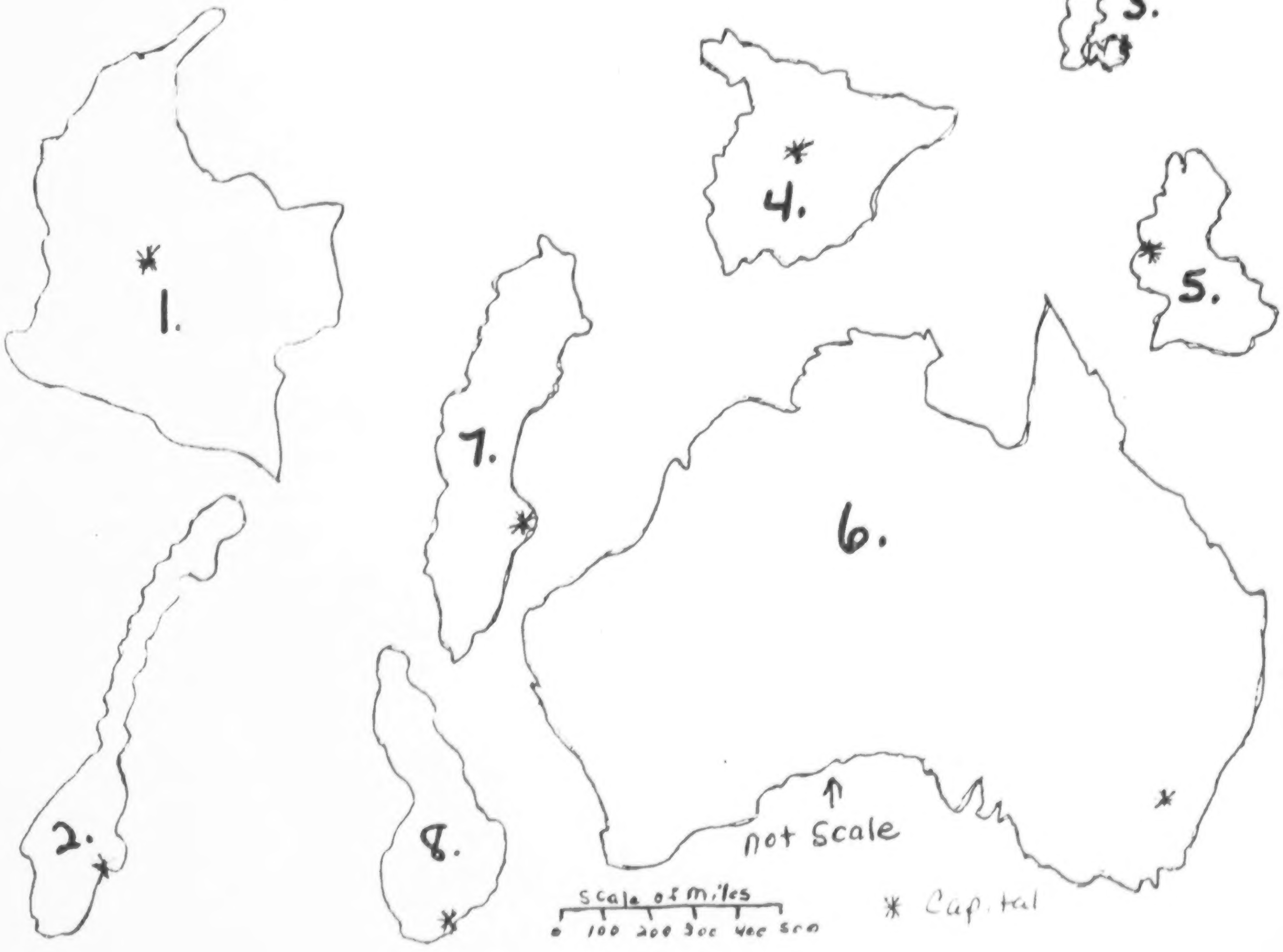

3.
4.
1.
5.
7.
6.
2.
8.
not Scale
Scale of miles
0 100 200 300 400 500
* Capital

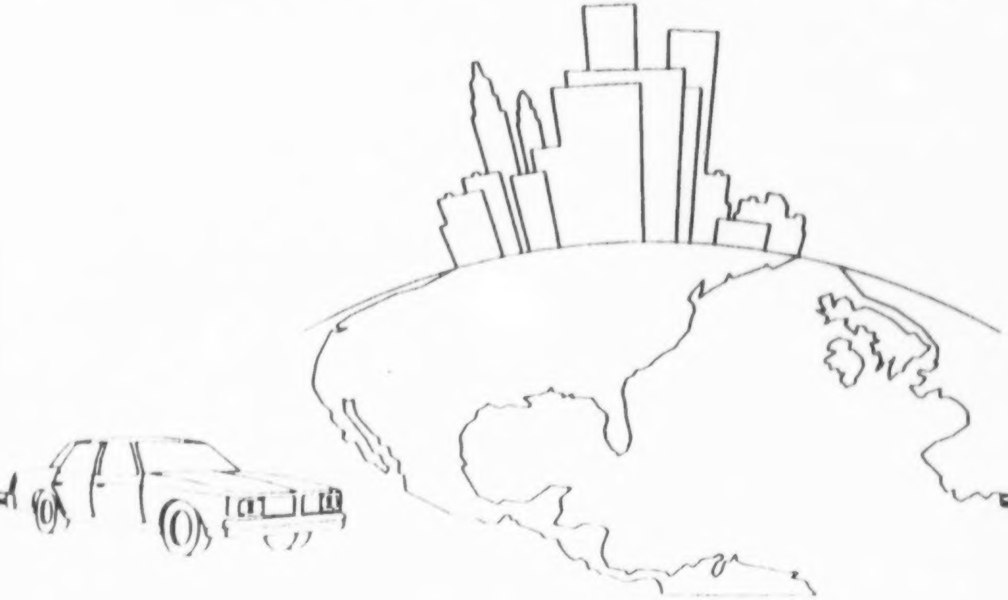
ACTIVITY: Where United States Import Products Originated

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: World Geography
APPROPRIATE GRADE LEVELS: 7th and 8th

DESCRIPTION OF ACTIVITY: Remind your students that many of the things that they wear, eat, and use for entertainment were made overseas. Have them make a list of products that they use (or have) and the countries where these products originated. Make a world map and have students indicate on that map the kinds of products imported to the United States. Encourage them to bring in some examples that might be found in individual homes.

ADDITIONAL RESOURCES: Encyclopedias, world geography textbooks



ACTIVITY: Discovering What Languages Are Spoken Throughout The World

PURPOSE: Understanding The Earth, Its People And Elements Through Geography

SUITABLE SUBJECT AREAS: World Geography
APPROPRIATE GRADE LEVELS: 7th and 8th

DESCRIPTION OF ACTIVITY: Secure copies of the world map for each of your students. Have your students note the official language spoken in each country (example: United States - English; Canada - English, French; Mexico - Spanish). Emphasize North and South America; Africa and Australia. Have the students research what exploration and colonization caused this language growth. Discuss the effects that language has on culture.

ADDITIONAL RESOURCES: Reinforcement: Interactive Computerized Learning Enrichment Component, encyclopedias, world atlas.

ACTIVITY: Discovering World Class Opportunities With The U.S. Military

PURPOSE: Understanding The Role The U.S. Military Plays In Overseas Career Opportunities

SUITABLE SUBJECT AREAS: World Geography, Career Counseling
APPROPRIATE GRADE LEVELS: 7th and 8th

DESCRIPTION OF ACTIVITY: Have a recruiter from the U.S. military (Army, Navy, Air Force, Marines, Coast Guard, National Guard) speak to your class about the opportunities to work and travel overseas in the military. Ask the recruiter to bring weapons to display and talk about the overseas travel that he/she has experienced. Recruiters will talk about education requirements and the need and importance of staying drug-free. They can also talk about opportunities for women/minorities overseas.

ADDITIONAL RESOURCES: Call:
Army - 1-800-USA-ARMY
Navy - 1-800-327-NAVY
Air Force - call your local recruiter
Marines - 1-800-MARINES
Coast Guard - call your local recruiter
National Guard - call your local recruiter

HIGH SCHOOL ACTIVITIES

ACTIVITY: Utilizing The World Trade Center NETWORK

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics, World Geography, Business Education, Marketing Education

APPROPRIATE GRADE LEVELS: 8th thru 12th

DESCRIPTION OF ACTIVITY: Have students review the advantages of the World Trade Center's electronic NETWORK bulletin board. Divide students into groups and have them discuss one of the following challenges (or create your own situation).

Situation One: You and your business partners have just opened another restaurant in a chain of Chinese restaurants. You now have over 60 restaurants across the United States.

Challenge: The main staple for your restaurant is rice but your rice supplier has left the export business. How would you use the NETWORK to help solve your problem?

Situation Two: As the buyer for your aunt's bridal shop, you accidently ordered 1,000 Tawian bridal dresses that cannot be returned.

Challenge: How can the NETWORK help?

To get onto the electronic NETWORK bulletin board you must have a microcomputer, telephone, and a modem. For access contact the World Trade Center, 1001 Market Street, Chattanooga, Tennessee, 37402.

ADDITIONAL RESOURCES:

"World Trade Center Network," "What Is A World Trade Center?"

WHAT IS A WORLD TRADE CENTER?

More than a building, a movement, or an organization, the world trade center concept brings together business and government agencies involved in foreign trade.

Ideally, a world trade center (WTC) puts all the services associated with international trade under one roof.

These services often include trade information and communications services, world trade center clubs, trade education programs, trade missions, and exhibit and display facilities.

"A world trade center in any city is a business shopping center, complementing and supporting the existing services of private and government agencies," explains World Trade Center Association President Guy F. Tozoli.

Where Are World Trade Centers Located?

World trade centers or affiliated associations are located in virtually every major trading city in the world. By the start of 1990, 79 operating WTCs and over 100 planned WTCs were active around the world, with more petitioning for membership each month. Apolitical and unaligned, the WTCA enables members to interact with people of every ideology in pursuit of common economic interests. Through the WTCA, political and geographic borders become reasons for cooperation rather than dividing lines.

What Services Are Provided?

A world trade center offers its members and tenants a wide range of facilities and services--either free of charge or at a discount price. All services are reciprocal; a member can take advantage of these facilities at any WTC around the world.

All centers offer **office space** for the international trading community--international financial institutions, manufacturers, customs brokers, freight forwarders, government trade promotion services, legal services, insurance brokers, and professional services.

Most centers provide a full range of **information services** including computerized communications, extensive database and library facilities covering world markets, trade opportunities, government regulations, tariffs, and other business topics. **Trade research services** are also available.

Over 100 WTCs are currently on-line and offering access to **WTC NETWORK**. NETWORK is the WTCA's worldwide computerized trading and messaging system.

Education services are extensive at most WTCs, ranging from language instruction to workshops, seminars, and other training programs to facilitate international business activities.

Exhibit space is available at most WTCs for displaying products or holding trade fairs or shows.

Meeting or conference facilities suitable for every size and type of business gathering are usually available at WTCs. Many WTCs also offer advanced teleconferencing facilities.

Some WTCs offer **trading companies** to provide practical trade assistance to local manufacturing and service companies.

Most WTCs support **trade missions**, often organized in cooperation with other WTCs, providing all necessary support services.

Most WTCs maintain an exclusive private **club** for members to entertain their clients or guests. Comfortable lounge and dining facilities are geared to a discriminating international business clientele.

Consumer and business facilities are provided at most WTCs to meet virtually every need. These usually include banks, hotels, restaurants, specialty shops, convenience services, and secretarial, translation, travel, and support services.

What Is WTC NETWORK And How Can It Cut My Communications Costs?

WTC membership gives you access to a unique easy-to-use database and computerized communications system that can make business prospects easier to identify--and can slash your communications costs.

The electronic Bulletin Board provides a valuable link to buyers and sellers worldwide. The WTC NETWORK system can help you determine a potential partner's viability and so lessen the risk of doing business with new partners in other countries.

The system is as easy to use as a telephone, works with almost any type of computer or word processor, and can be accessed from approximately 800 cities in 64 countries via local telephone. You can receive a message for the cost of a local phone call and send one overseas at a fraction of the cost of telex.

What Do The Clubs Offer?

WTC clubs offer the best of any private business clubs around the globe. Clubs provide VIP receptions and special functions as needed and, like all WTC services, are reciprocal to members anywhere in the world. Each WTC club caters to the needs of international business people with the highest quality service in an atmosphere conducive to business discussions.

How Can The Education Services Benefit Me?

WTC education services tend to be practical and specific to member needs. Courses can range from basic export documentation to advanced export finance. Meetings and conferences, in conjunction with trade shows, deal with specifics of production, technology, or manufacturing. Speakers share special knowledge of markets or business strategy in dealing with government agencies or multinational firms. A primary topic of concern is local customs and cultural differences as they affect international trade. WTCs offer extensive and ongoing training and consulting in this area.

What Is The World Trade Centers Association (WTCA)?

Founded in New Orleans in 1968 to encourage the expansion of world trade through the world trade center concept, the WTCA has grown to become a network of over 200 member organizations in over 190 cities worldwide. The Association is dedicated to three basic goals: to encourage mutual assistance and cooperation among members, promote international business relationships, and foster increased participation in world trade by developing nations.

Non-profit and apolitical, the Association continues to grow and extend partnerships and trade links throughout the globe. More than 400,000 companies involved in international trade are currently affiliated with the WTCA's member organizations.

WTCA services and benefits to member WTCs include:
*Exclusive rights to use the world trade center service mark and WTCA logo
*Exclusive rights to market WTC NETWORK in the member's region
*Access to information and services available through other world trade centers
*Reciprocal privileges for local members at over 75 operating trade centers and world trade center clubs
*Seminars on how to establish a successful world trade center

*Manuals on planning and operating specific WTC services
*A monthly newsletter, quarterly magazine, and a variety of other useful publications
*Annual general assemblies and periodic committee meetings to promote a variety of mutual assistance programs

World Trade Centers Association Members

Aarhus
Abidjan
Adelaide
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Port Said
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Raleigh-Durham
Rio de Janerio
Rotterdam
Ruhr Valley
St. Louis
St. Paul
Salzburg
San Antonio
San Francisco
Santa Ana
Santiago
Sao Paulo
Schenectady
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Shenyang
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Singapore
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Southampton
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Sydney
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Taipei
Tampa
Tel-Aviv
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Trinidad & Tobago
Tuscon

Tunis
Valencia
Vancouver
Vienna
Warsaw
Washington D.C.
Wichita
Wilmington, DE
Wilmington, NC
Winnipeg
Xi'an
Zagreb
Zurich

How Can I Find Out More?

To learn more about world trade center programs, services, or membership, contact:

The World Trade Centers Association, Inc.

One World Trade Center, Suite 7701
New York, N.Y. 10048 USA
Telephone: (212) 313-4600
Telex: 285 472 WTNY UR
Fax: (212) 488-0064
WTC NETWORK: WTCA

The Chattanooga World Trade Center

The World Trade Center of Chattanooga was chartered in April 1989 with some assistance from Partners for Economic Progress. Located in the Civic Forum, "the center was organized to help promote international sales from area companies through its worldwide network and assistance programs." Tennessee currently boasts 103 members with a year-end goal of 150. The individual membership fee is approximately $150 while corporate membership is approximately $300.

The managing director, Mr. Franz Reichert, is extremely committed to creating avenues whereby youth and adults can learn about and get involved with the World Trade Center. Mr. Reichert's current youth project is the development of a World Trade Center curriculum which will be implemented through vocational education. A recent teacher inservice workshop, held in Chattanooga, attracted innovative teachers who listened to timely global education topics designed to challenge teachers to prepare students to think in global terms and work in a global economy. The growing interest from educators not attending has prompted the scheduling of additional workshops.

ACTIVITY: Understanding The World Trade Center NETWORK

PURPOSE: Understanding The World Economy
Understanding The Process Of Exporting

SUITABLE SUBJECT AREAS: Economics, World Geography, Business Education, Marketing Education

APPROPRIATE GRADE LEVELS: 8th thru 12th

DESCRIPTION OF ACTIVITY: Have students divide into groups and design the "perfect product to export." Following the "Steps to Exporting" chart included in this research guide, have students prepare their export package. Make sure they include a drawing of the packaging and a list of countries they would like to consider for exporting. Have them respond to questions such as these: Why are these countries suitable possibilities? Why would the United States profit from exporting this product? What possible situations would prohibit the marketing of your product? Have students design a "draft" World Trade Center NETWORK request for the purpose of finding out if there might be any interest in their product from other countries. Once completed, have each group make their presentations in class.

ADDITIONAL RESOURCES: Pamphlets: "What Is A World Trade Center?" and "World Trade Center NETWORK" (included in this resource guide), Export Chart (also included in this guide), Export/import supplementary texts, Economics textbooks, encyclopedias, world atlas

ACTIVITY: Locating World Trade Centers In The United States And Abroad

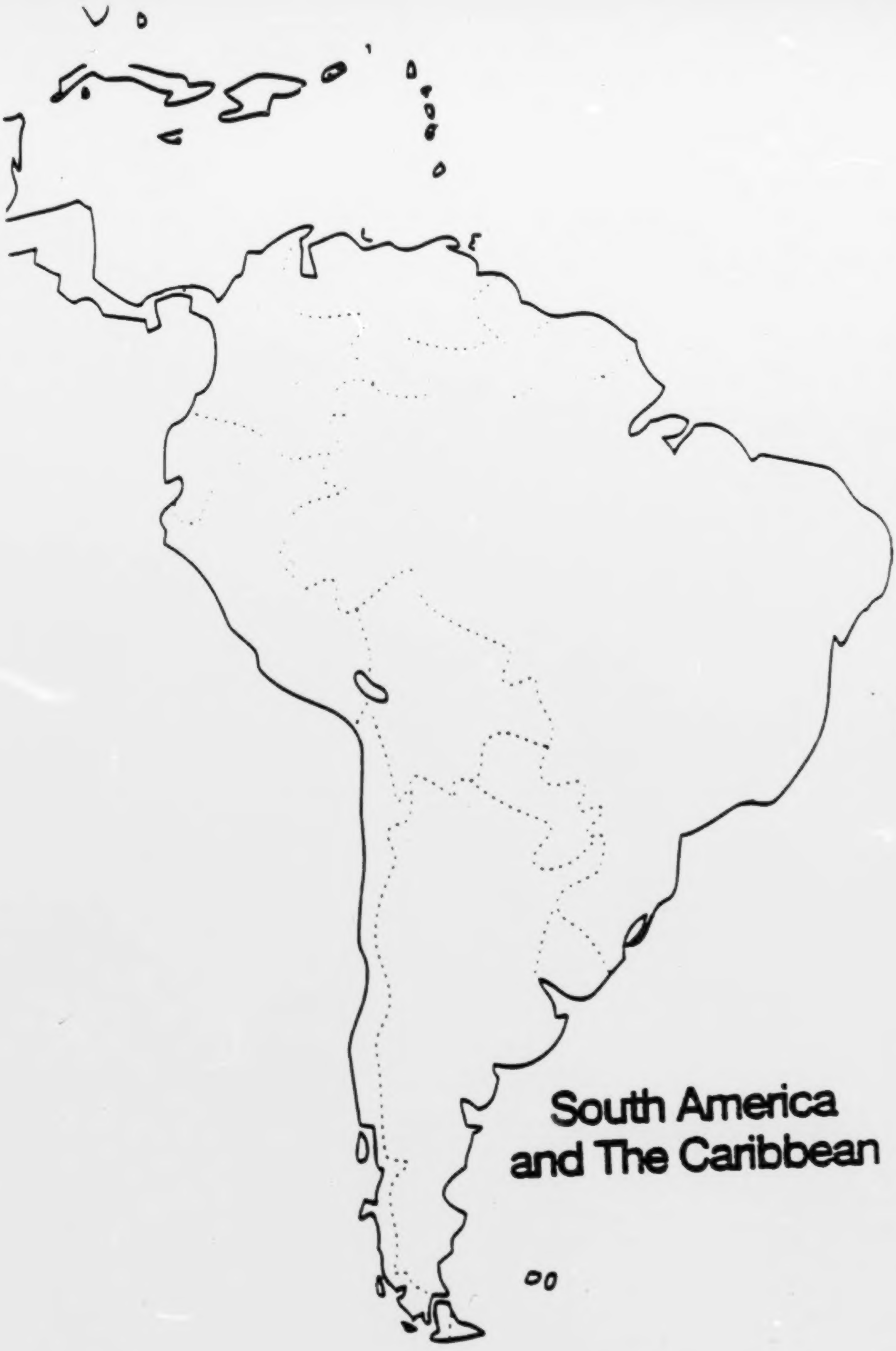
PURPOSE: Understanding the Importance of Global Networking

SUITABLE SUBJECT AREAS: Economics, World Geography, Business Education, Marketing Education

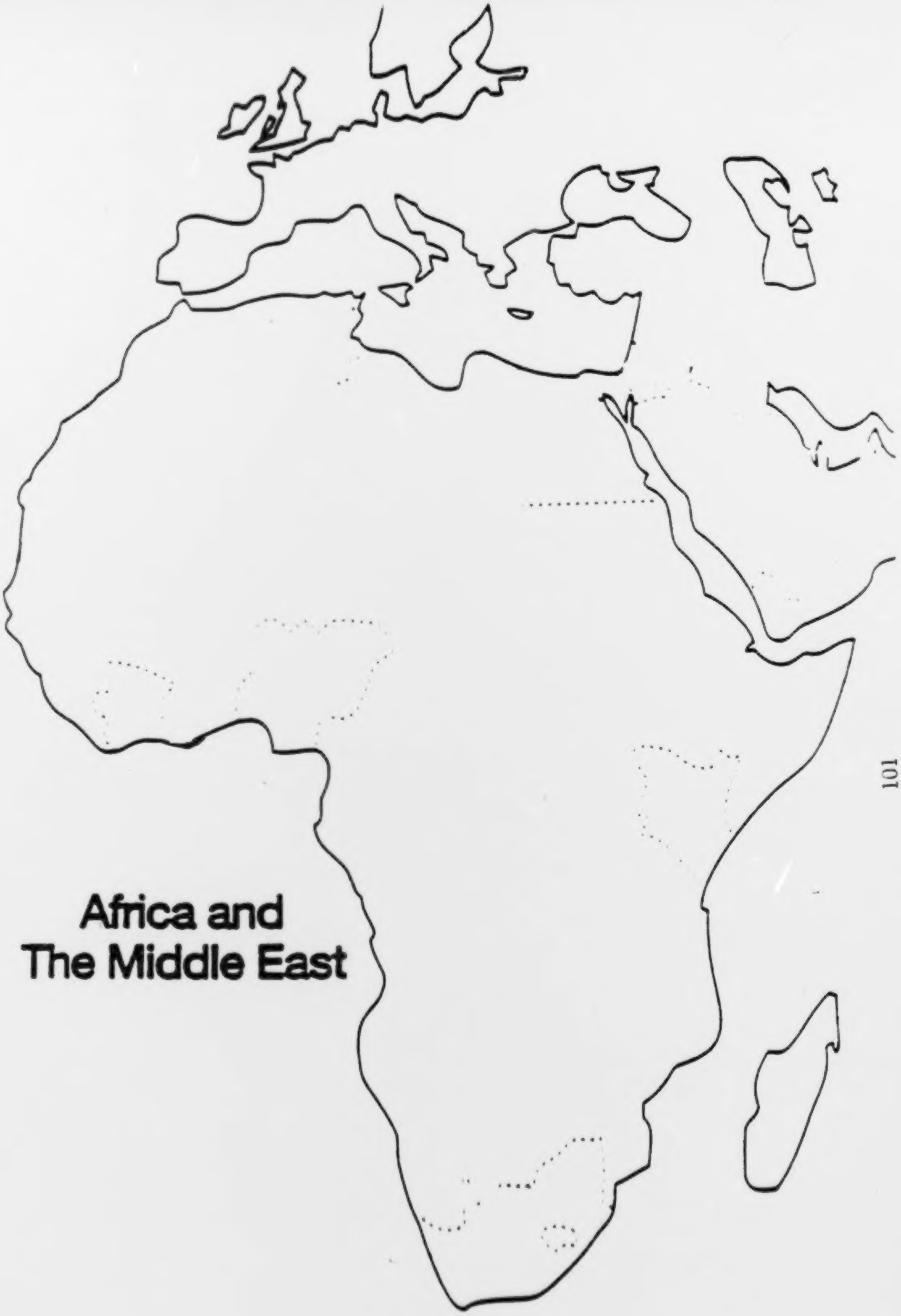
APPROPRIATE GRADE LEVEL: 8th thru 12th

DESCRIPTION OF ACTIVITY: The World Trade Center NETWORK is a powerful and intriguing system that can enhance global trade as well as "make" or "break" importing and exporting businesses. To date, there are over 235 World Trade Centers in the world. The attached sheets (designed for use as transparencies) can be used to identify World Trade Centers not only in the United States but other countries as well. Encourage students to secure additional information on centers, particularly outside the United States. Some students may wish to correspond with world trade center staff, seeking answers to questions relative to the role these centers play in international trade.

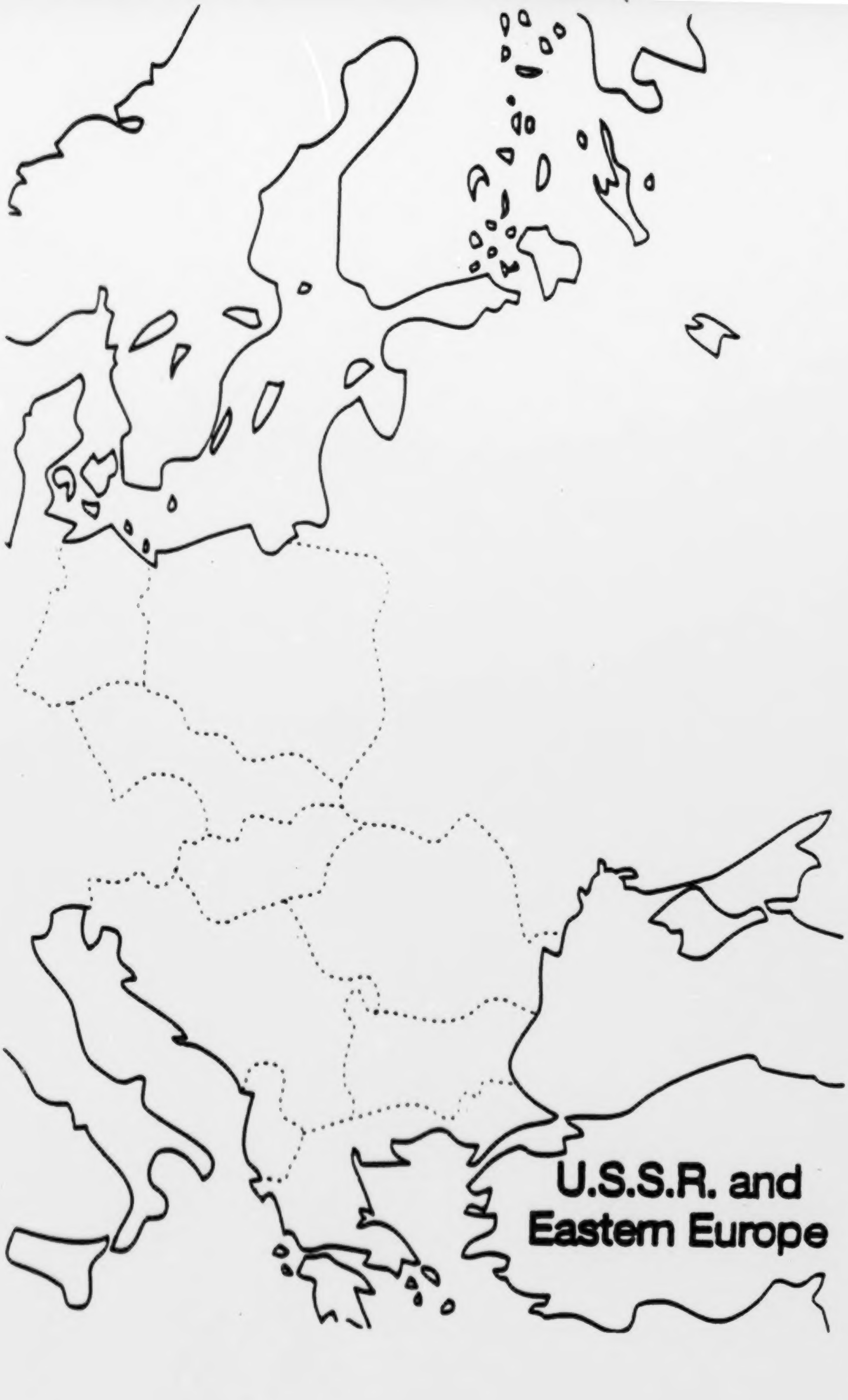
ADDITIONAL RESOURCES: World Trade Center Pamphlets



South America and The Caribbean

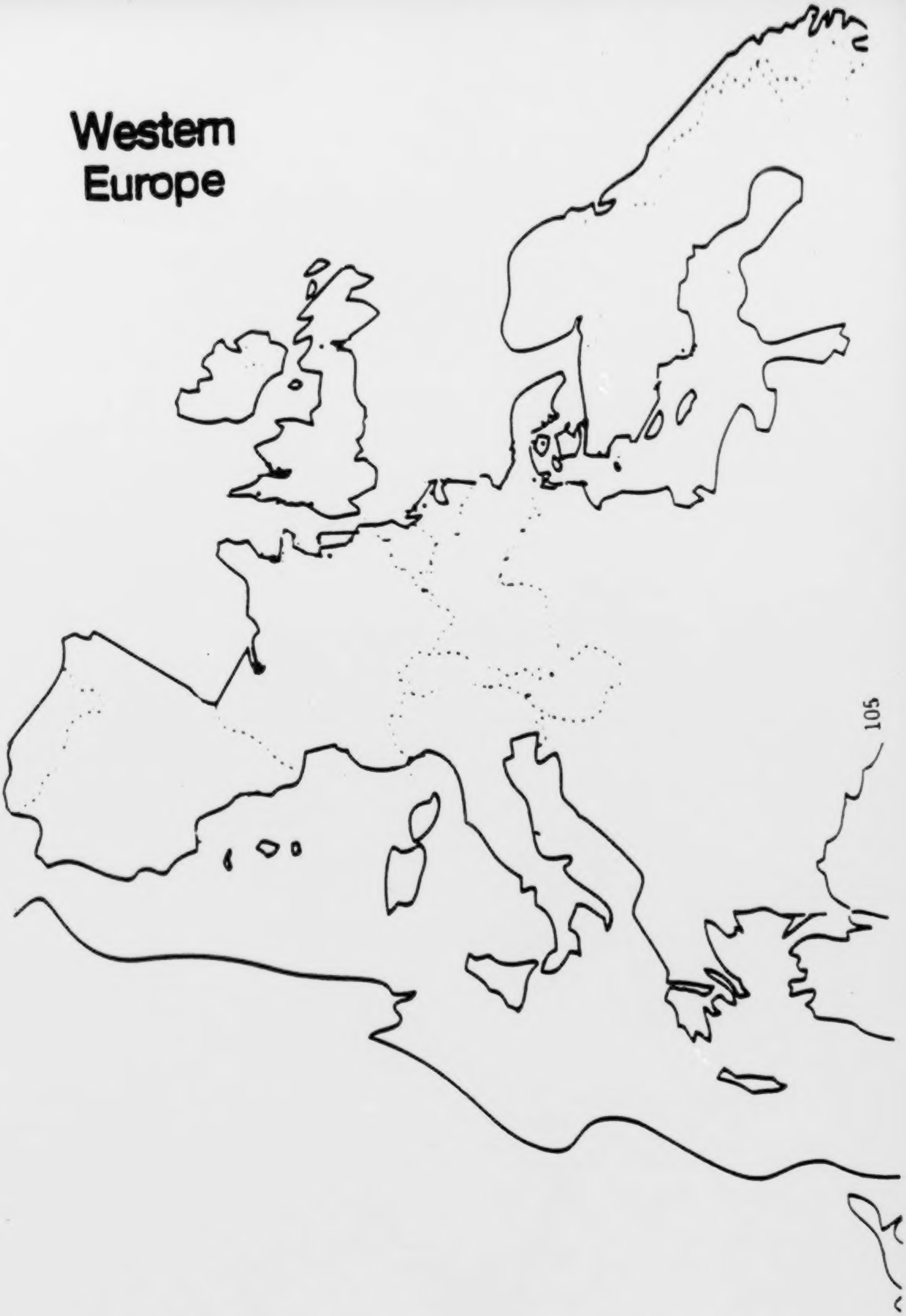


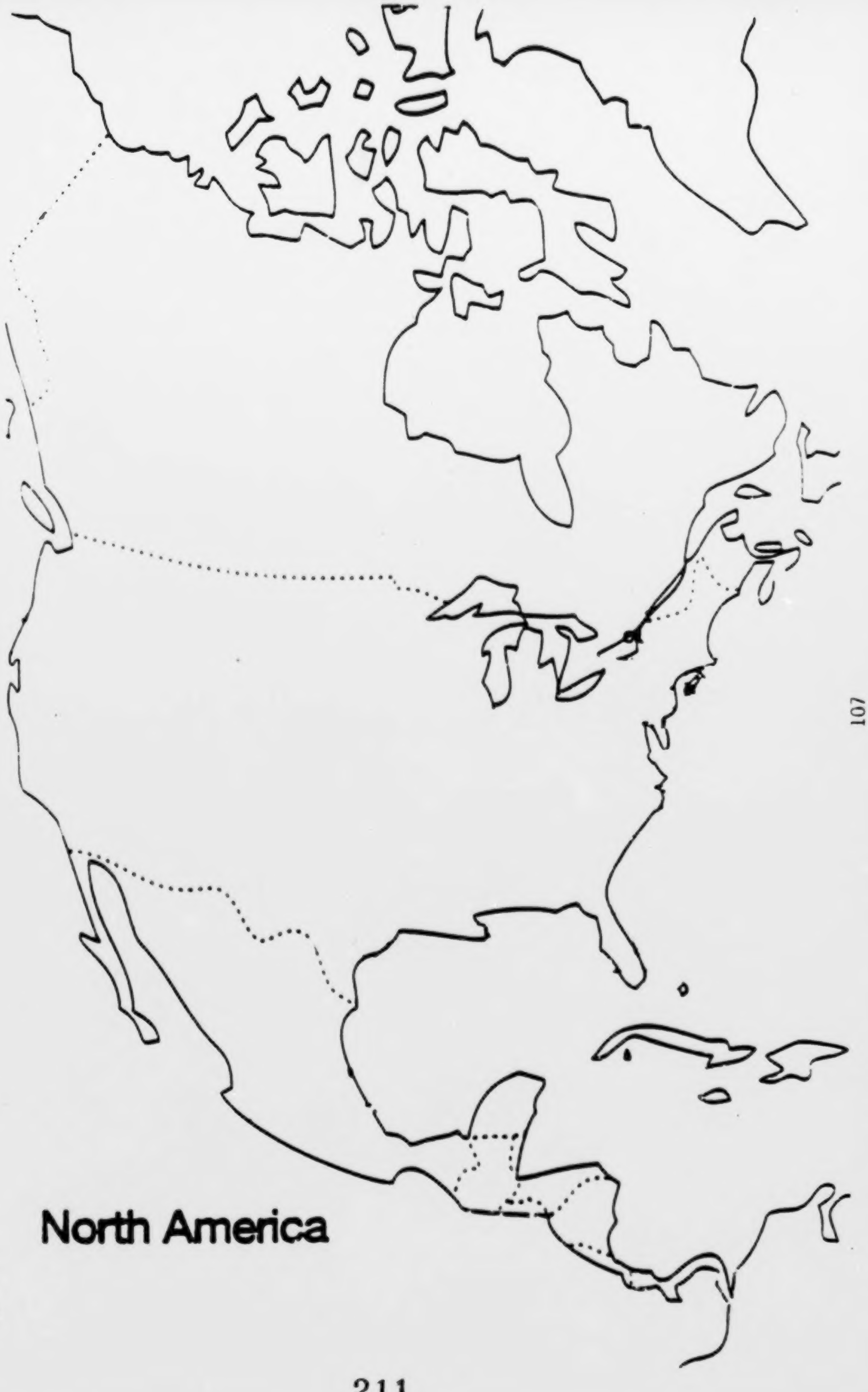
Africa and
The Middle East



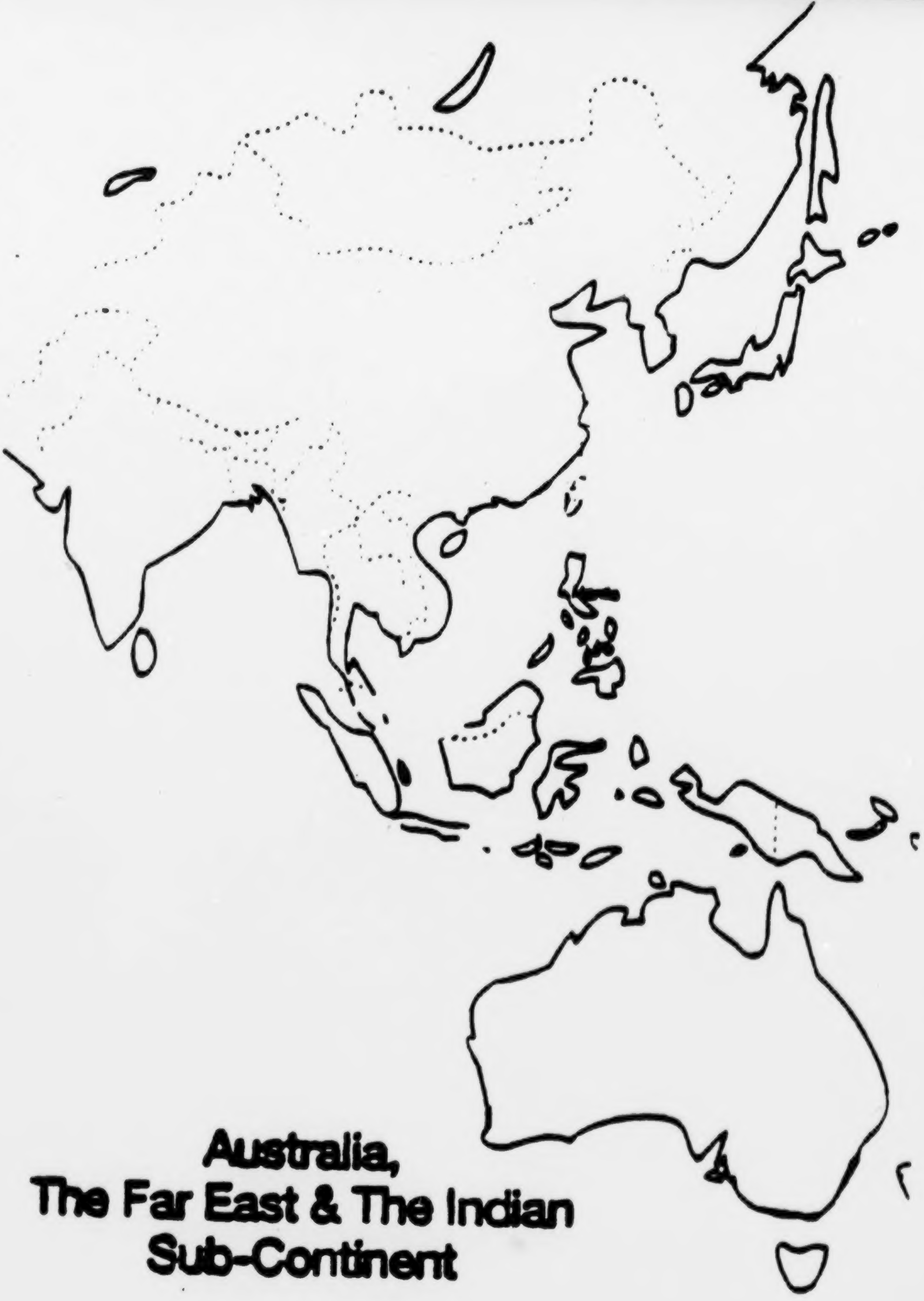
U.S.S.R. and Eastern Europe

Western Europe

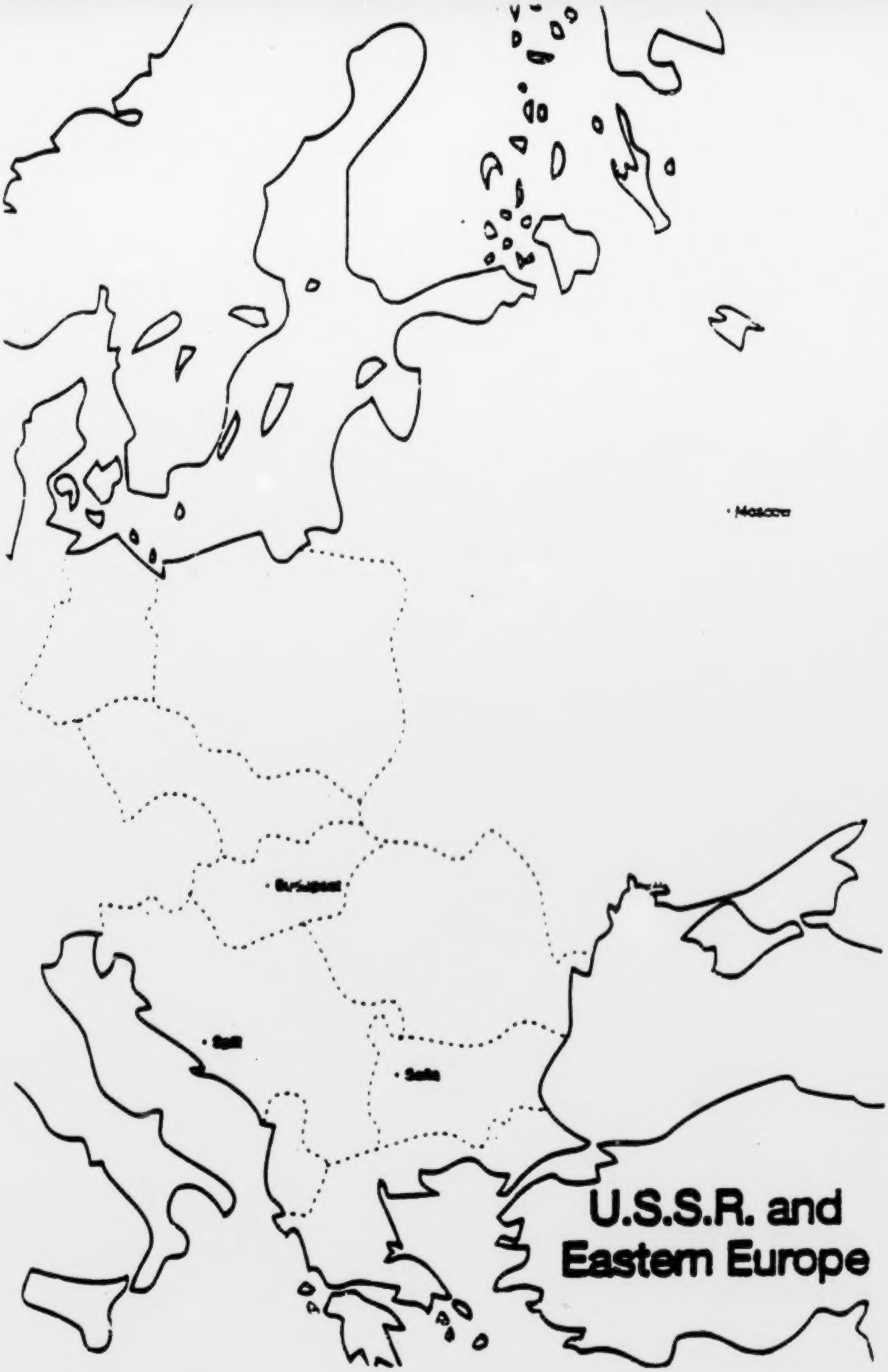




North America



Australia,
The Far East & The Indian
Sub-Continent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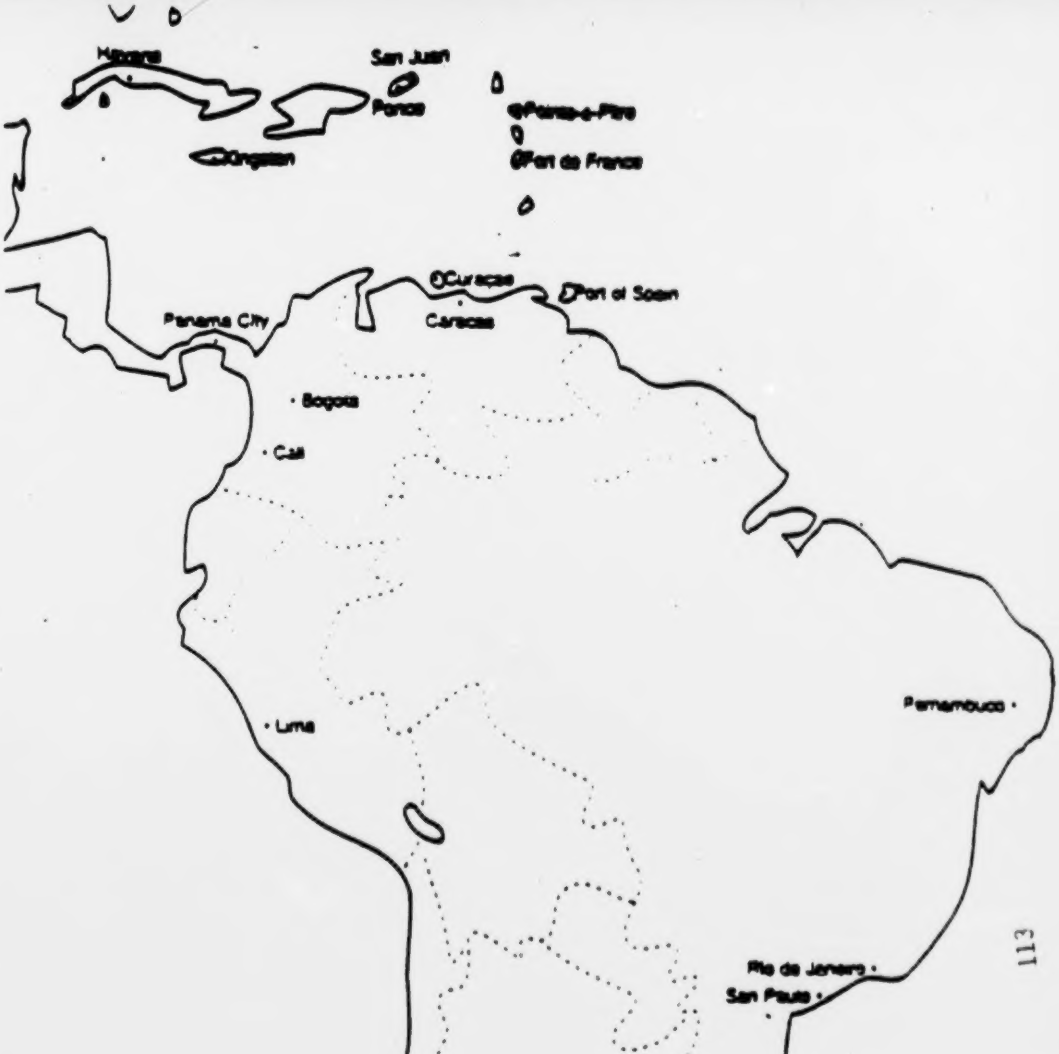
U.S.S.R. and Eastern Europe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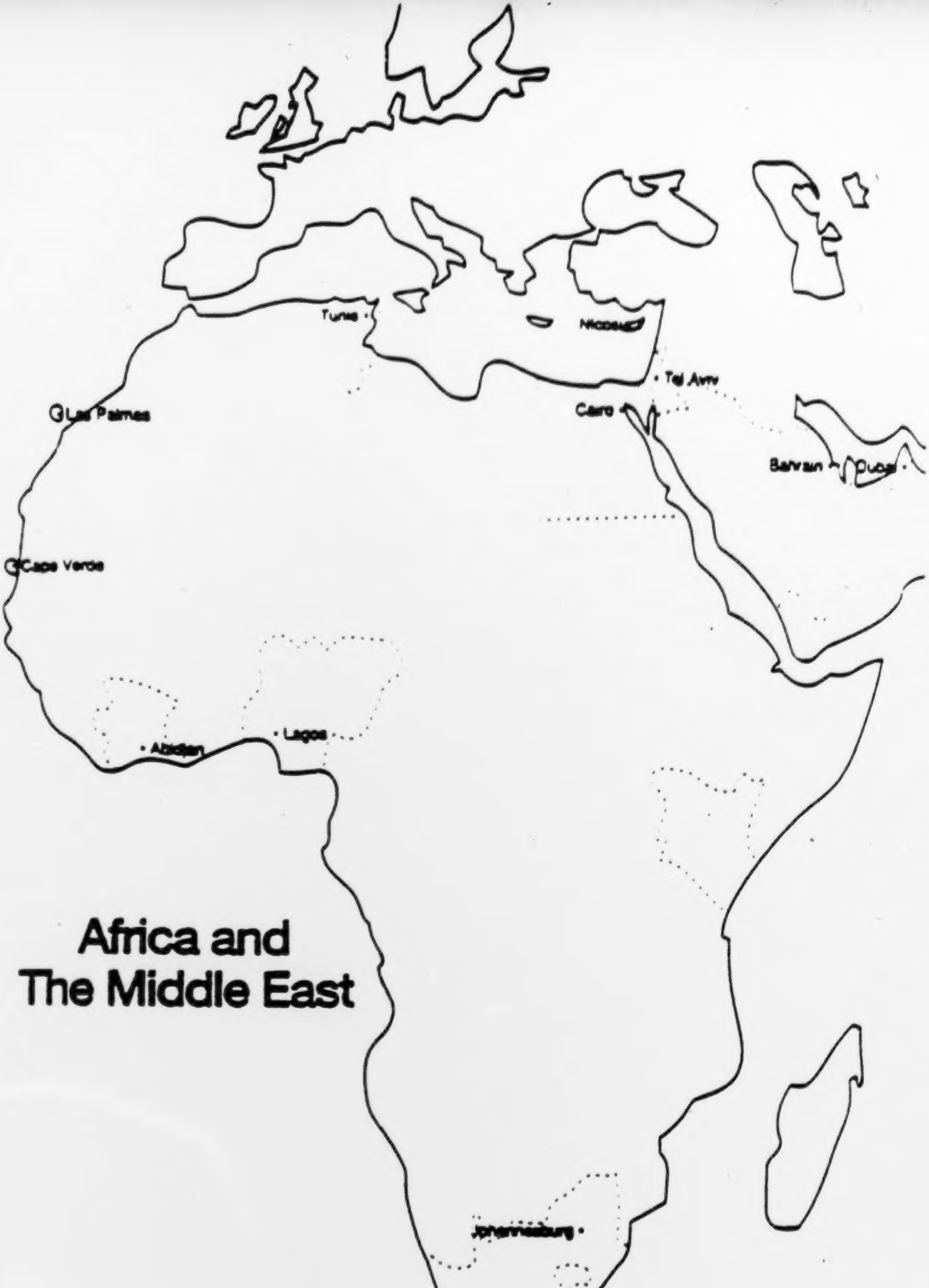
Buenos Aires

South America and The Caribbean

Africa and The Middle East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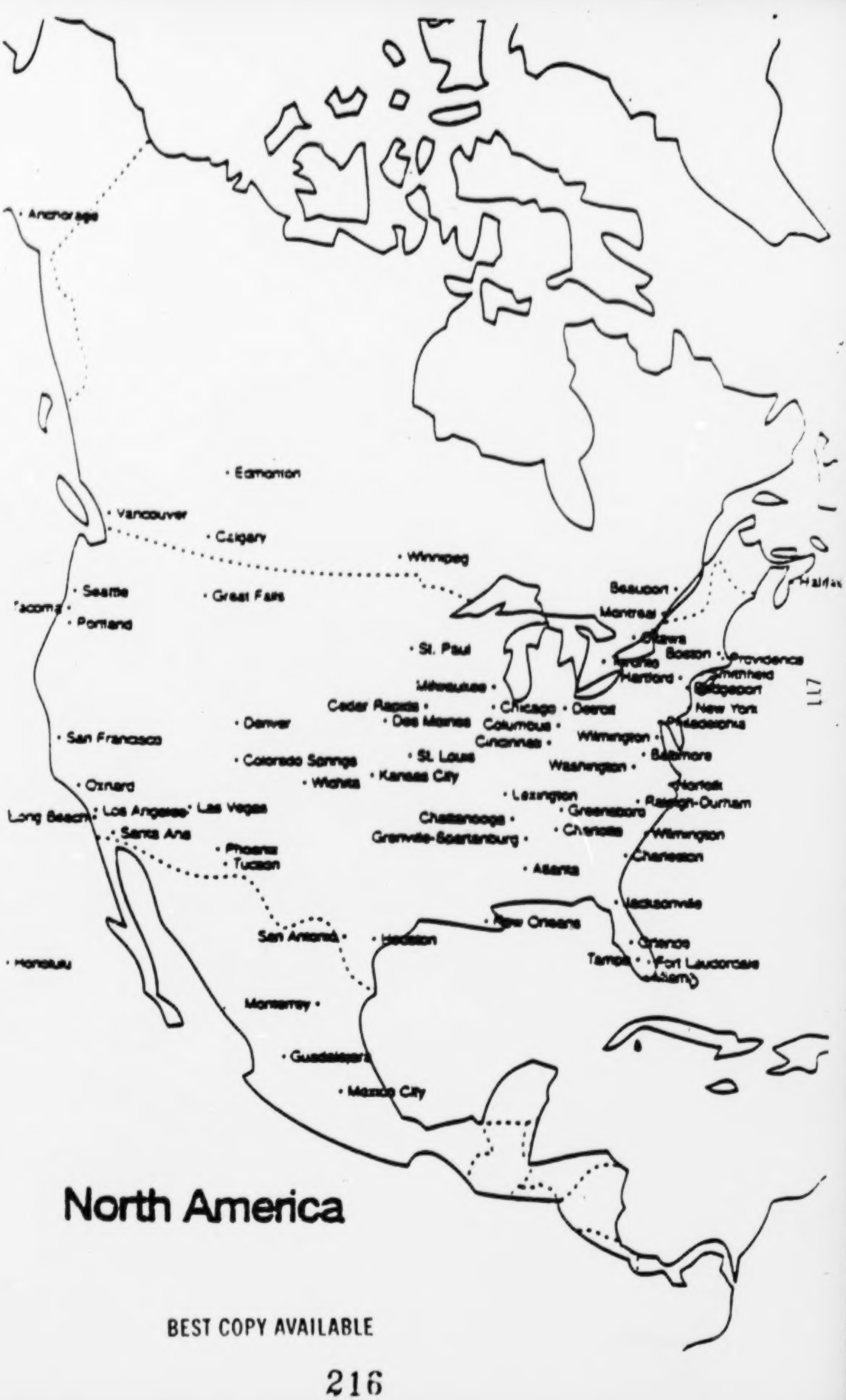
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Smithfield
Bridgeport
Milwaukee
Cedar Rapids
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New York
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Columbus
Philadelphia
Denver
San Francisco
Cincinnati
Wilmington
St. Louis
Baltimore
Colorado Springs
Kansas City
Washington
Wichita
Norfolk
Oxnard
Lexington
Raleigh-Durham
Long Beach
Los Angeles
Las Vegas
Greensboro
Chattanooga
Santa Ana
Charlotte
Wilmington
Greenville-Spartanburg
Phoenix
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Mexico City

North America

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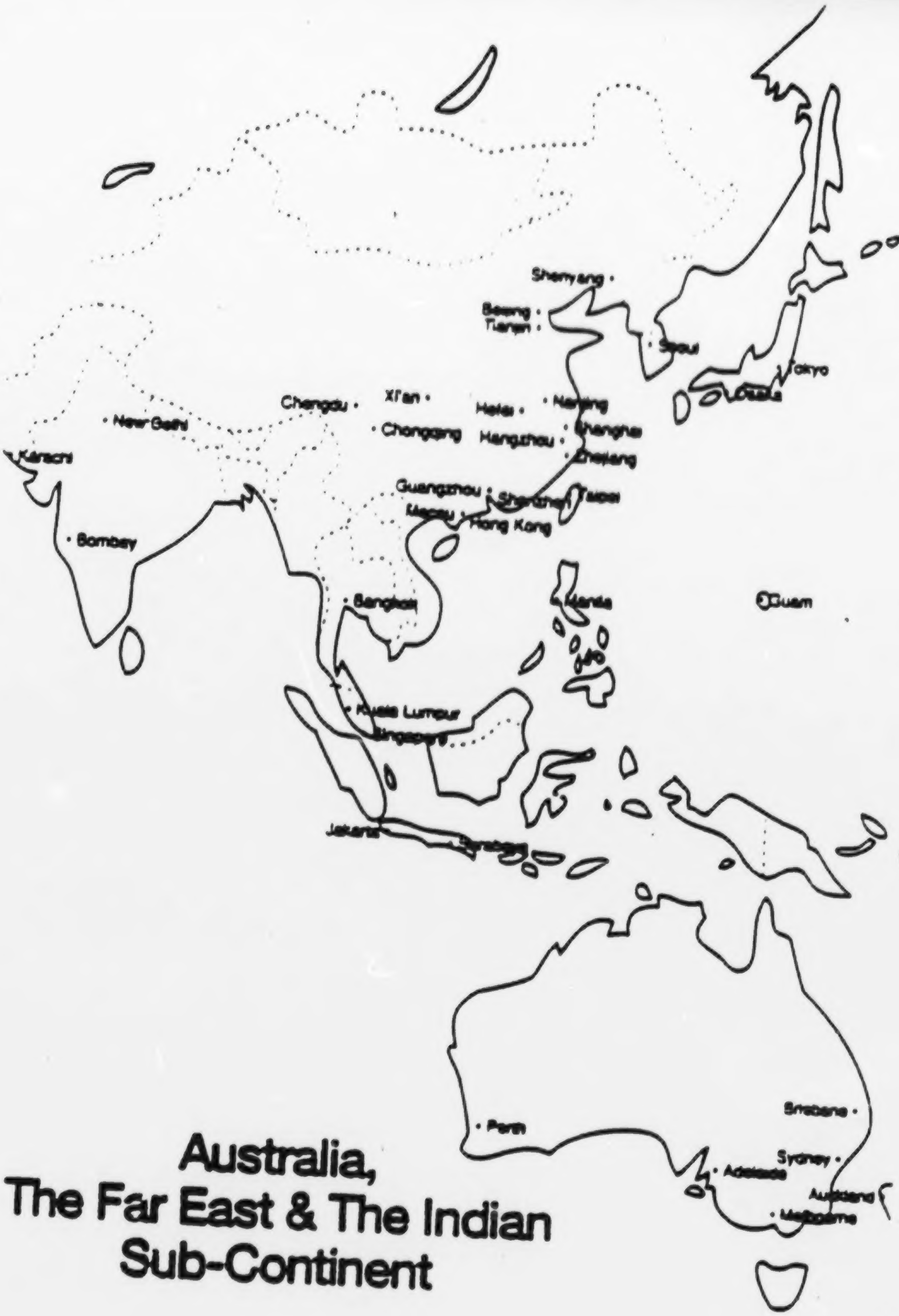
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Bangkok
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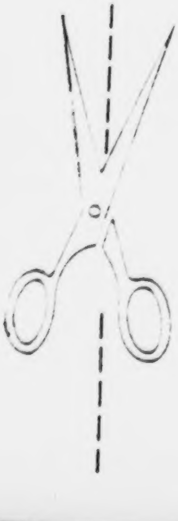
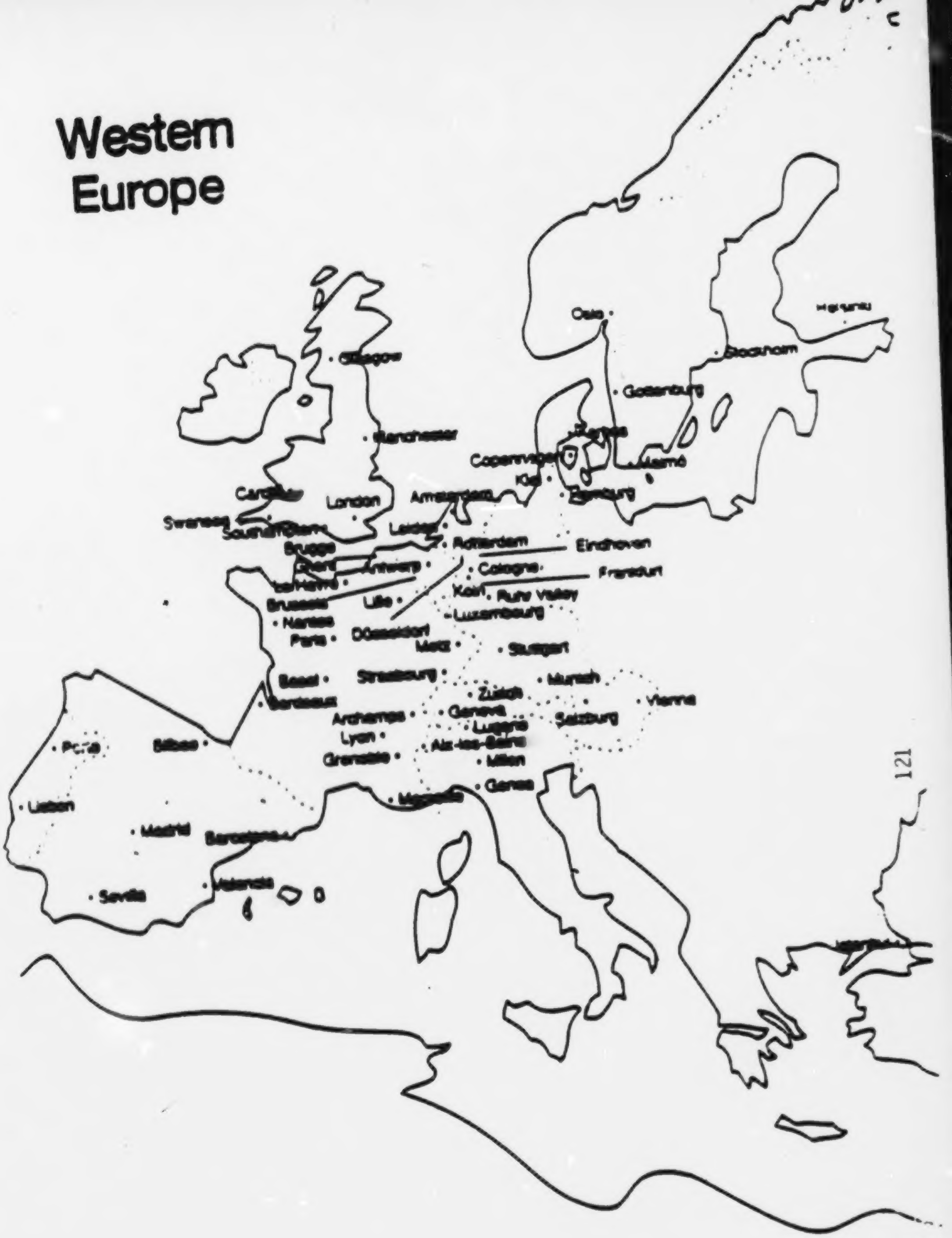
Australia, The Far East & The Indian Sub-Continent



Western Europe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Eindhoven
Brugge
Ghent
Antwerp
Cologne
Frankfurt
Le Havre
Koln
Ruhr Valley
Brussels
Lille
Luxembourg
Nantes
Paris
Düsseldorf
Metz
Stuttgart
Brest
Strasbourg
Munich
Zurich
Vienna
Bordeaux
Archamps
Geneva
Salzburg
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Valencia

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ACTIVITY: What's Hot And What's Not: Identifying The Best Jobs For The Future

PURPOSE: Understanding The Importance Of Being Prepared To Compete In A Global Society

SUITABLE SUBJECT AREAS: Career Counseling, Economics
APPROPRIATE GRADE LEVELS: 8th thru 12th

DESCRIPTION OF ACTIVITY: Engineering, international finance, health care, international law*... all are "hot track" careers for the future... all could lead to international travel!! Have students research the fastest growing occupations 1) in Tennessee (2) in the nation (3) in other economically competitive countries. If students are interested in any of the occupations listed under assignment number one or two, have them include these careers in their career portfolio. Have them compare/contrast these with ones in number three (fastest growing occupations in other countries). Note the differences/similarities. How are training programs/educational requirements similar/different? Salaries? Demand? Job responsibilities?

ADDITIONAL RESOURCES: Tennessee Career Guide: The Sky's The Limit, "What's Hot And What's Not," p.5; U.S. News And World Report, *"Hot Tracks In Twenty Professions," "Best Jobs For The Future," November 11, 1991.

ACTIVITY: Women In The International Workplace

PURPOSE: Understanding Cultural Diversity In The Workplace

SUITABLE SUBJECT AREAS: Business Education, Sociology, Career Counseling
APPROPRIATE GRADE LEVELS: 8th thru 12th

DESCRIPTION OF ACTIVITY: How are roles and responsibilities of women in the workplace similar/different in the (1) Middle East, (2) Japan, (3) China, (4) the Philippines, (5) Latin America, (6) European countries, and (7) North America? What industries heavily employ women? How do women's wages/salaries compare to men's? Which countries have undergone major changes in the past two decades relative to the treatment of women in the workplace? What factors possibly influenced these changes?

ADDITIONAL RESOURCES: The International Businessman, A Guide to Success in the Global Marketplace, by Marlene L. Rossman; National Negotiating Style, by Hans Binnenlight; International Negotiation, A Cross Cultural Perspective, by Glen Fisher, p. 80.

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ACTIVITY: A Sneak Preview Through "Shadowing"

PURPOSE: To Gain Understanding And Insight Into Job Responsibilities

SUITABLE SUBJECT AREAS: Career Counseling
APPROPRIATE GRADE LEVELS: 8th thru 12th

DESCRIPTION OF ACTIVITY: Have your students examine an interesting occupation that involves international travel or communication with people from other countries (example - international banker, diplomat, commodities trader, importer, military helicopter/aircraft mechanic, etc.). Contact a person in your community with that particular job description who would be willing to participate in "shadowing." Have the students shadow this adult for one or two days, learning as much as possible about job responsibilities and human relations. Prior to the shadowing experience, have students submit papers indicating their impressions of what the jobs entail. Compare the comments made with reports submitted once the shadowing experiences have been completed.

ADDITIONAL RESOURCES: Business leaders, local Chamber of Commerce, counseling and business periodicals

ACTIVITY: Can Living Overseas Make A Difference?

PURPOSE: Developing Knowledge And Appreciation Of Student Foreign Exchange Programs

SUITABLE SUBJECT AREAS: Career Counseling, Sociology, Modern Foreign Language Classes

APPROPRIATE GRADE LEVELS: 9th thru 11th

DESCRIPTION OF ACTIVITY: Talk to students about experiencing life overseas. Talk about living overseas with a family to better understand the language, customs, and culture in that area. Investigate the student foreign exchange programs. Have students learn about requirements: language, school standing, health, monetary, and maturity requirements. Discuss the benefits/drawbacks of leaving home for a year as a teenager.

ADDITIONAL RESOURCES: Go to the list of programs/addresses in this curriculum packet.

ACTIVITY: Going Global? Start Preparing Now

PURPOSE: Broadening Awareness Levels Of Traveling, Studying, Or Working Opportunities Abroad

SUITABLE SUBJECT AREAS: Social Studies, Economics, Sociology, World History
APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Have students review the video "Careers Going Global," then divide students in groups based on their interest in finding out more about (a) traveling abroad, (b) exchange programs and/or study opportunities abroad, or (c) work opportunities abroad. Have groups select a particular country and respond to questions such as these: Why would this country be attractive to other young adults? What is the social climate, native language(s), business language, climate, economic and cultural make-up, etc. What United States companies do business there? What job opportunities could be available for Americans there? How long would one be expected to remain on the job there? What is AFS, EF, ASPECT, ACEI, and YFU and why are these organizations considered excellent "entrees for global opportunities"?

ADDITIONAL RESOURCES: Encyclopedias, Global Success, Managing Global Success

ACTIVITY: A Look Into The Future: Career Planning

PURPOSE: Understanding The Importance Of Career Exploration And Planning

SUITABLE SUBJECT AREAS: Business, Sociology, Economics, English, Career Counseling

APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Deciding on one's first occupation is very important. The following activities will give students an opportunity to be exposed to a variety of careers in both this country and abroad. They will also provide opportunities designed to explore post-secondary training programs to enhance students' career choices. Things to consider as assignments for these plans include the following:

(1) Have students describe what they would like to be doing ten years from today. Include aspects of both their professional and personal life.

(2) Have students identify in sequence everything they need to do in order to reach these goals.

(3) Have students identify their strengths and weaknesses -- ones that could possibly aid or hinder them in future planning.

(4) Have students outline two or more career paths for occupations of interest to them now.

(5) If they are considering careers that at one time or another might take them overseas, have students review the video "Careers Going Global." What advice is given by the Americans in Hong Kong relative to preparing to work overseas?

(6) How can the military prepare one for careers both in the United States and abroad?

(7) If you are a high school student, take the Project INFOE interest inventory, available in your guidance office. Identify occupations that interest you. What are the training requirements for these jobs? What about salary ranges both in Tennessee and nationally? Will any of your chosen occupations expose you to travel opportunities outside Tennessee or the United States?

ADDITIONAL RESOURCES: Classroom texts, Project INFOE, Tennessee Career Guide: The Sky's The Limit

ACTIVITY: Keeping Up With Global Trends And Issues Through The Media

PURPOSE: Using The Newspaper And Other Current Media As A Vehicle For Analyzing Global Issues And Trends

SUITABLE SUBJECT AREAS: Social Studies, Economics, World History
APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Have students look for current global education articles from current newspapers or news magazines similar to the attached article. Discuss, analyze, and relate articles to what is currently happening in the United States (For example: with the attached article, have the class review information on importing and exporting policies and procedures. Then explain or suggest reasons for the trade deficit mentioned in the article. How would the student, as a representative of a company overseas, justify the deficit? What could one do to improve this imbalance?

ADDITIONAL RESOURCES: Current newspapers, news magazines

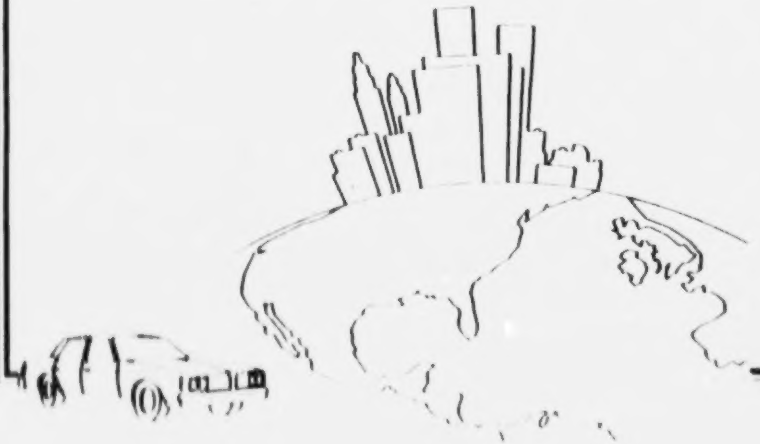
ACTIVITY: The Exchange Student Program

PURPOSE: Understanding Cultural Differences

SUITABLE SUBJECT AREAS: Foreign Languages, Social Studies, World Geography
APPROPRIATE GRADE LEVELS: 9th, thru 12th

DESCRIPTION OF ACTIVITY: Have your students do research on how to become a foreign exchange student. What companies or organizations are involved? How long is an average exchange program? What foreign languages do you need to know? What credit is given toward graduation? How much would this program cost? Are scholarships available? After reports (written or oral) are completed, invite some foreign exchange students to visit your class and speak about their experiences. Encourage your students to prepare questions ahead of time for their responses.

ADDITIONAL RESOURCES: See enclosed sheet with list of contact persons from foreign exchange companies.



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FOREIGN STUDENT EXCHANGE PROGRAMS

Foreign exchange programs have much in common. By living in the home of a "host family" one expects to learn more about their language, culture, and customs. The same is true for foreigners who live in the U.S. There are programs for students and teachers involving actual travel and being hosts. The person traveling pays the company in charge to locate a country, make arrangements and provide support (if necessary) in your host country. Your host family provides room and board. (In the U.S. there is a $50 per month tax deduction.) Scholarships are available and the rest is non-profit. Even the companies have volunteer workers.

The major difference in the travel and exchange programs usually depends largely on the countries students are placed in, the total package cost and the amount of scholarship monies available.

All exchange programs in Tennessee have these countries in common; the U.S., Canada, Australia, Japan, and Western Europe. Few Moslem countries or African countries participate.

The oldest, and largest, exchange program is the American Field Service (AFS). AFS has been operating since 1947 and is in 66 countries on every continent on the globe. If you remember in our video "Careers Going Global" Andrew Christy mentions his first international experience was as an AFS student in Uruguay. This gave him invaluable insight into Third World countries. It also was the beginning of a career path that took Mr. Christy overseas working with multinational firms.

The other exchange programs placing students in Tennessee include Educational Foundation (EF), ASPECT, Nacel (Summer only), Open Door, People to People, Rotary, West and Youth For Understanding (YFU). Of the group listed the smallest is Nacel (in 7 countries) while the largest (except AFS) is Open Door (31 countries). Most programs participate in an average of 25-30 countries.

Students come for a year and live with a family and attend high school in their "adopted" community. Some programs allow students to work after school while all programs encourage high scholastics and extra-curricular activities. Knowledge of English is required of all foreign students. However, foreign language proficiency is not required of all American students. This depends upon the program selected and the country that the American student is visiting.

Originally founded to promote understanding and world peace, these organizations provide a great opportunity to introduce students to a whole new world outside their immediate community.

FOREIGN STUDENT EXCHANGE PROGRAMS

1. Academic Travel
 Abroad, Inc.
 3210 Grace St. NW
 Washington, DC 20037
 (202) 333-3355

2. Adventures in Real
 Communications, Inc.
 4162 Giles Road
 Chagrin Falls, OH 44022
 (216) 247-4214

3. American Field Services (AFS)
 International/Intercultural
 Programs
 313 East 43rd St.
 New York, NY 10017
 (212) 949-4242

4. Alexander Muss High School
 in Israel
 3950 Biscayne Blvd.
 Miami, FL 33137
 (305) 576-3286

5. American Council for
International Studies
19 Bay State Rd.
Boston, MA 02215
(617) 236-2051

6. The American Heritage Assoc.
P.O. Box 425
Lake Oswego, OR 97034
(503) 635-3703

7. American Institute for
Foreign Study, Inc.
102 Greenwich Avenue
Greenwich, CT 06830
(203) 869-9090

8. American Institute for
Foreign Study Scholarship
Foundation
102 Greenwich Avenue
Greenwich, CT 06830
(203) 625-0755

9. American Intercultural
Student Exchange
7728 Lookout Drive
LaJolla, CA 92037
(619) 459-9761

10. American International Youth
Student Exchange Program
200 Round Hill Road
Tiburon, CA 94920
(415) 435-4049

ACTIVITY: The Exchange Program

PURPOSE: Understanding Other Cultures

SUITABLE SUBJECT AREAS: World History, Sociology, Modern Foreign Language, Counseling

APPROPRIATE GRADE LEVELS:

DESCRIPTION OF ACTIVITY: Have your students do research on exchange programs in the state of Tennessee. Have them pick the exchange program that they most likely would want to participate in and research that program. Make sure they discover cost, scholarships, countries available and language requirements.

ADDITIONAL INFORMATION: See list of Exchange programs in Tennessee in this curriculum guide. Use the guidance counselor as a resource.

AFS Intercultural Programs, Inc.
313 East 43rd Street, Dept. CS
New York, NY 10017
800-AFS-INFO
Barbara Wills 615-860-1408 (Nashville)

ASPECT Foundation
26 Third Street, Dept. CS
San Francisco, CA 94103

Educational Foundation for Foreign Study
One Memorial Drive, Dept. CS
Cambridge, MA 02142
617-494-0122
Susan Campbell 615-391-3027 (Nashville)

Nacel Cultural Exchanges (Summer Only)
Board of Trade Building, Suite 528, Dept. CS
301 West First Street
Duluth, MN 55802
218-727-8202
Jean-Pierre Granju 615-693-9305 (Knoxville)

Open Door Student Exchange
250 Fulton Avenue, Suite 210
P.O. Box 71, Dept. CS
Hempstead, NY 11551
800-366-OPEN
Anecia Holt 901-327-2063 (Memphis)

People to People High School Student Ambassador Program
Dwight D. Eisenhower Building
110 South Ferrall, Dept. CS
Spokane, WA 99202
509-534-0430
Theolyn Loy 615-333-5078 (Nashville)

Rotary International Exchange Programs
One Rotary Center
1560 Sherman Avenue
Evanston, IL 60201-3698
312-866-3000

West Programs, Inc.
28 Garey Drive, Dept. CS
Chappaqua, NY 10514
914-666-0500
Mrs. Carmen Adams 404-972-8202 (Tennessee representative in Georgia)

Youth For Understanding International Exchange
Box 94
2500 S. High School Road
Indianapolis, IN 46241-4941
800-USA-0200
JoAnn Smith 615-227-0375 (Nashville)

Students doused in culture spending semester abroad

By HORACE SUTTON

North America Syndicate

BRATTLEBORO, Vt. — Although veteran travelers have exhibited extreme prudence in choosing where to travel this summer, younger experimenters in international living have shown no such reluctance.

The School for International Training — an organization that places students with foreign families and has staff and offices in 40 countries worldwide — has canceled only four of its semester abroad programs.

Those canceled are Morocco, India, Tanzania and Greece.

While the school is conscious of the possibilities of terrorism, its programs emphasize integration into the community and culture, which makes the students scarcely visible for anti-American sentiment.

A significant amount of time is spent in "homestays," where the students actually live with "foster" families in private homes and are not bunched in foreign campuses.

The groups are so small — anywhere from six to 25 — that they make an extremely limited profile.

Most of the programs are outside the big cities.

For example, the student spending a semester in France spends 14 to 15 weeks in Toulouse or Tours rather than in Paris. And in Italy, aside from a week in Rome, the period is spent in Siena.

Only in China is much of the visit spent in the capital, Beijing, but much of the program takes place in Hebei province.

While the Persian Gulf crisis was playing havoc with most travel plans, the school's enrollment actually increased.

In the midst of the crisis, the school announced it would begin in September an Experiment in International Living in Ho Chi Minh City, formerly Saigon. Students will exchange life in U.S. college towns for Asia, with the Vietnamese eager to have Americans understand their culture. One American dean calls it "a unique opportunity to see beyond the image of Vietnam as the giant war zone we saw on television every night."

One of the many facets of the school, which is popular among American families, is the Au Pair Homestay USA Program. It provides lodging as a family member with an American family, but it also means about 25 to 30 hours per week feeding, playing with and tending the needs of children.

Experimenters in International Living hang joyously on a balustrade in France. They live in France for three weeks with a local family.

Most stays are from three to 12 months with departures and arrivals set for June and September.

Since the program started in 1986, more than 6,000 young people have come to live with American families.

The *au pairs* have come from 13 European countries and usually augment their stay with one course while here. With that program a success, a similar system was set up inviting young Americans from the age of 18 to live, work and study for a year while taking care of European children in Belgium, France, Germany, Great Britain, Italy and other countries.

Not all the school's activities are limited to young people. An Elderhostel program offers a one-week stay with a welcoming host family along with two weeks of more formal courses and field trips emphasizing the culture of the country.

These programs have been scheduled for Bali, Indonesia, France, Mexico, Ecuador, Germany and Switzerland. While some programs are already under way, others don't begin until September and October.

These programs grew out of the Experiment in International Living, which began as far back as 1932. Now the program has expanded halfway around the world, making it possible to go snorkeling with Australian teen-agers off the Great Barrier Reef, explore the forests and coral reefs of Cairns, invade the cultures of Melbourne and the business life of Sydney.

But that's just one country. What about the Green Coast of Brazil and then a three-week homestay with a Brazilian family in Fortaleza with its rich Indian and Portuguese heritage? Ecuador calls, and so do the Galapagos Islands and biking in Brittany. ■

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BEST COPY AVAILABLE

What A High School Student Can Learn From A Homestay Abroad

Classroom learning can be exciting, meaningful, and memorable. But, it is not the only means of imparting knowledge. One of the most exceptional learning experiences occurs through student exchange programs. The experiences with a host country, family, community, school, students... has a profound effect on a high school's student's outlook towards awareness, global peace, and understanding. Recent research also indicates that this experience enhances other characteristics including:

ADAPTABILITY. The ability to deal flexibly with and adjust to new people, places, and situations; willingness to change behavior patterns and opinions when influenced by others.

APPRECIATION OF OWN FAMILY. Belief in the value of the family as a social institution; appreciation for the care and support received from the natural family; feelings of care and concern for members of the immediate family.

AWARENESS AND APPRECIATION OF HOME COUNTRY AND CULTURE. An understanding of the positive and negative aspects of one's native country and of its role in world affairs.

AWARENESS AND APPRECIATION OF HOST COUNTRY AND CULTURE. Considerable knowledge of the people and culture of a host country and an understanding of that country's role in world affairs.

AWARENESS OF OPPORTUNITIES. Recognition that a wide range of opportunities is open to an individual; motivation to respond positively to these opportunities.

COMMUNICATION WITH OTHERS. Ability to understand and be understood by others; skill at interacting socially (speaking, listening, and observation skills); willingness to accept and share with others.

CRITICAL THINKING. An inclination to be discriminating and skeptical of sterotypes; a tendency not to accept things as they appear on the surface.

EXCHANGE OF IDEAS. Need for participation in intellectual discussions;desire to stimulate thinking of other people.

FOREIGN LANGUAGE APPRECIATION AND ABILITY. Ability to communicate with people in a second language and thus to take advantage of opportunities and alternatives resulting from bi-lingualism.

HIGH STANDARDS FOR PERSONAL RELATIONSHIPS. Need for deep, meaningful and balanced relationships with a few people rather than for superficial relationships with many people.

INDEPENDENCE; RESPONSIBILITY FOR SELF. Ability to exercise self-control and to be self-directed; capacity to avoid being a conformist and to resist peer pressure.

INTERNATIONAL AWARENESS. An understanding that the world is one community; a capacity to empathize with people in other countries; an appreciation of the common needs and concerns of people in different cultures.

NON-MATERIALISM. Ability not to place high value on material things; concern for spiritual fulfillment.

OPEN MINDEDNESS. A capacity to appreciate different attitudes, opinions, lifestyles and values and to accept people from different backgrounds.

PERSONAL GROWTH AND MATURITY. An understanding of one's self and of one's strengths and weaknesses and a determination to correct or compensate for one's weaknesses.

SELF-CONFIDENCE. Feelings of self-worth and of being sure of oneself; aware, honest and secure about ones self and one's relations with others; lack of self-consciousness.

UNDERSTANDING OTHER CULTURES. Interest in learning about other peoples and cultures; ability to accept and to appreciate their differences.

Source: "The Journal of College Admissions," Spring 1985, #107.

ACTIVITY: McDonald's In The Soviet Union And Other Surprising Occurances

PURPOSE: Understanding The Effects Of Politics On International Business

SUITABLE SUBJECT AREAS: Economics, World Geography, Business
APPROPRIATE GRADE LEVELS: 9th and 12th

DESCRIPTION OF ACTIVITY: Explain to your students that the grand opening of McDonald's in the Soviet Union was more than just another new golden arch. Explain (or have your students tell you) what impact this event had on the United States - Soviet Union relationship, world peace, international trade, etc. Why was this event almost inconceivable 10 years ago? How will the United States and the Soviet Union benefit? How does politics influence international business and vice versa? Have students review the attached article and look for similar articles in current newspapers and magazines which discuss American businesses abroad. Besides McDonald's, what other western businesses are in the Soviet Union? Specifically, identify other United States businesses set up in the Soviet Union (i.e., RJR-Nabisco, Eastman Kodak, Chevron, grain processors). How well have these companies been received? Were they financially successful in the short run? In the long run? What Soviet financial ventures are currently in the United States?

Related Activity: Examine and compare Soviet and United States lifestyles, salaries, weather, living quarters, basic education requirements, entertainment, etc.

ADDITIONAL RESOURCES:

"News and World Report," "Newsweek," "Time," and other related resource magazines, Mr. Jim Guffer, head of the American Trade Consortium, Washington, D.C.

ACTIVITY: Career (Engineering)Preparation In The United States vs Career (Japanese Engineering) Preparation Abroad:Making Sure We Can Compete Globally

PURPOSE: Comparing/Contrasting Career Preparations Here And Abroad

SUITABLE SUBJECT AREAS: Economics, Career Education, Counseling
APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Explain to students that when oil wells in the Persian Gulf were destroyed, chemical engineers from all over the world worked to minimize the damages. A world medical crisis brings out the best medical experts. As we prepare students to meet the demands of the 21st century, how do we train? Can our graduates compete anywhere in the world? How do training requirements in this country compare to others abroad? In what fields are we internationally known? Have students select career areas they appear interested in. Have them compare and contrast beginning and advanced training, etc., with other countries.

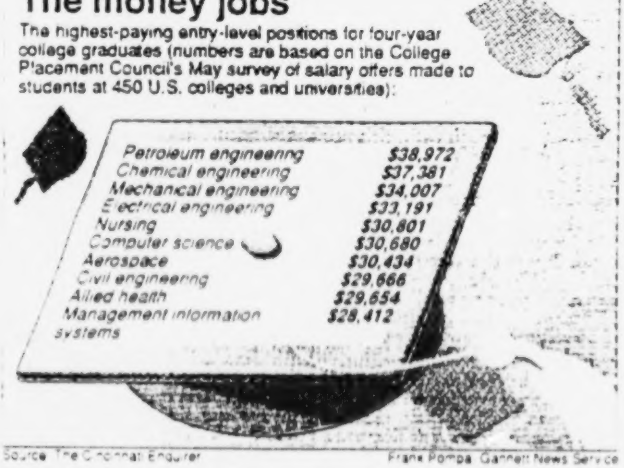
Related Activity: Look at five or more phases of engineering (petroleum, chemical, mechanical, electrical, civil engineering, etc.) Salaries range from $29,660 to $38,972. Have students report on career preparation, time in school, prerequisites, required courses to take in college, etc. What course(s) are necessary for you (as a high school student) to take in preparation for college? What assistance can be obtained from the government? What or how do you repay the government? What are the chances of working in another country? What countries are currently in need of engineers from America? Which of the five mentioned are most needed? Articles such as the one on the next page should prove helpful.

ADDITIONAL RESOURCES: Project INFOE, encyclopedias, career education journals, current newspapers, and magazines in the field

The Tennessean • Sunday/JUNE 23, 1991

The money jobs

The highest-paying entry-level positions for four-year college graduates (numbers are based on the College Placement Council's May survey of salary offers made to students at 450 U.S. colleges and universities):



Petroleum engineering	$38,972
Chemical engineering	$37,381
Mechanical engineering	$34,007
Electrical engineering	$33,191
Nursing	$30,801
Computer science	$30,680
Aerospace	$30,434
Civil engineering	$29,666
Allied health	$29,654
Management information systems	$28,412

Source: The Cincinnati Enquirer

Frank Pompa, Gannett News Service

Think technical

'Career-sophisticated' grads to get big bucks

By JEFF HARRINGTON

Gannett News Service

Money makes the world go round in career planning, even as other factors undercut the lure of the dollar. But for those who look to the future with dollar signs in their eyes, the message from career planners is, think technical.

According to the College Placement Council's most recent survey, the top four moneymaking spots for entry-level positions are in engineering, a field long targeted for its financial rewards. The salaries range from $38.972 for a petroleum engineer to $33.191 for an electrical engineer.

Dawn Oberman, statistical services specialist for the placement council, said she was surprised that some engineering salaries, particularly in petroleum and chemical fields, continued to climb even though recruiting is down this year. Corporations are filling fewer slots, she said, but they apparently are still willing to pay top dollar for the best talent.

In another high-paying field, however, opportunity is abundant. A shortage of nurses and medical technicians has driven up starting salaries for many medical jobs. The council's survey shows nursing salaries starting at $30.801. One reason for the surge is the popularity of outpatient treatment with therapy service centers located off hospital grounds, Oberman said.

Financial opportunities are likewise strong in civil engineering, with a starting salary of $29.666, as the country confronts a pair of challenges this decade: rebuilding the nation's infrastructure of roads and highways, and implementing more pollution controls.

On the other side of the money spectrum are liberal arts and most business degrees. Those that tie their business degrees to other practical applications such as computer science tend to fare slightly better, Oberman said.

Linda Bates Parker, director of the University of Cincinnati's Career Development and Placement office, said today's students fall into two camps: those who come into college campuses with a fuzzy idea of their job goals and unrealistic notions of what jobs pay and those who are "career-sophisticated" with specific goals in mind.

The latter camp, which is growing, tends to gravitate toward better-paying professional fields like engineering and computer science, she said. Often, in comparing jobs with similar salaries, they pick the one affording more leisure time, location in a strong community, and other perks.

The less-sophisticated group still has job offers, but agonizes over taking them. Said Parker: "They find they're not able to get out of debt with a position that pays only $15.000-a-year."

The challenge for many job seekers comes in getting more than just high salaries out of their career.

"It's not that there isn't a continued strong interest in the most lucrative opportunities," said Tom Wagner, a Cincinnati executive recruiter specializing in the marketing industry. "But I think there are a great many more tradeoffs considered by individuals now than before."

Wagner and others in career placement say relocation, a community's schools, leisure time and the job of one's spouse have become bigger variables in career choices. Still, the money-driven spirit of the 1980s is not entirely dead.

"Money is not always everything, but it gets to ride between one, two and three in the priority order," said UC's Parker. ■

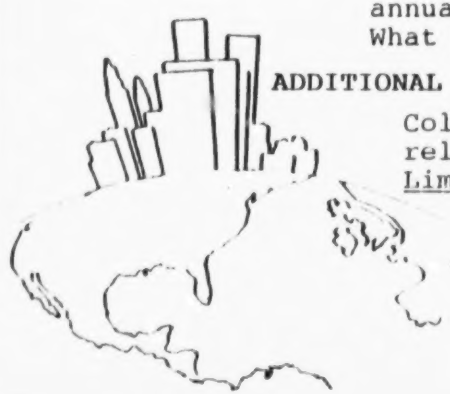
ACTIVITY: In Search Of The Very Best

PURPOSE: To Encourage Career Exploration Through Extended Research

SUITABLE SUBJECT AREAS: Career Counseling, English, Business Education
APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Using such resources as the Tennessee Career Guide: The Sky's The Limit (cluster section), Project INFOE, etc., have students select at least one "career cluster." Have them research throughly the type of training/education needed for careers in this cluster. Encourage them to write off for catalogs, interview persons who work in these areas, "shadow" whenever possible, so that students can gain a better understanding of what these careers entail. For example, if a student is interested in international business, he/she might be aware that many successful Americans have attended the American Graduate School of International Management, known worldwide as "Thunderbird." It is not too early for students to "study" Thunderbird's curriculum. The address for catalogs and career service information is Dean of Admissions, American Graduate School of International Management, Thunderbird Campus, 15249 N. 59th Avenue, Glendale, AZ 85303.

RESEARCH QUESTIONS: Why is Thunderbird considered the most outstanding school of international management in this country? What makes it so creditable? How many individuals are accepted in its program annually? What percentage of its graduates are successful? What percentage are women/ethnic minorities?



ADDITIONAL RESOURCES:

College catalogs, computer assisted searches, career journals, related journals, Tennessee Career Guide: The Sky's The Limit, Project INFOE

ACTIVITY: Scavenger Hunt

PURPOSE: Reinforcing Communication Skills Through Foreign Language

SUITABLE SUBJECT AREAS: Foreign Language Classes
APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Hide several objects in different places in the classroom. Give oral directions in a particular foreign language for finding each object and reward the student who is the first to complete the assignment.

ADDITIONAL RESOURCES: Classroom textbook, foreign language dictionaries

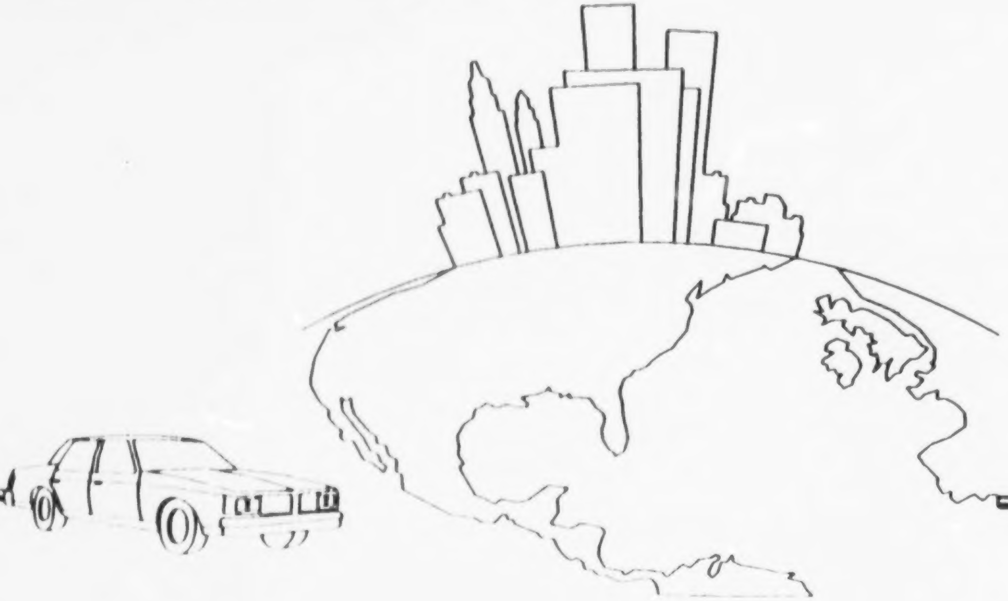
ACTIVITY: Viewing An Occupation Through A Foreign Eye

PURPOSE: Understanding Non-Traditional Roles For Occupations

SUITABLE SUBJECT AREAS: Career Counseling
APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Non-traditional roles have opened doors for many persons interested in occupations in the future; however, those doors may be closed (or more liberally opened) in different societies around the world. Have students role-play choosing non-traditional occupations. Then have them research whether they would be accepted (and how easily) in the U.S. and other foreign countries. Did they find more or less opportunity abroad? Did the culture affect the opportunities? Have them report their findings.

ADDITIONAL RESOURCES: Encyclopedias



ACTIVITY: Variables That Influence Closing A Business Deal

PURPOSE: Understanding Norms Of A Society

SUITABLE SUBJECT AREAS: Economics, Sociology, Business Education
APPROPRIATE GRADE LEVELS: 10th thru 12th

DESCRIPTION OF ACTIVITY: Design an interactive computer program wherein the student rates the importance in closing a business deal (other than product knowledge) with the following variables: religion; dress; foreign language proficiency; roles of men and women; social customs; business customs; and politics. The ratings changes for each country.*

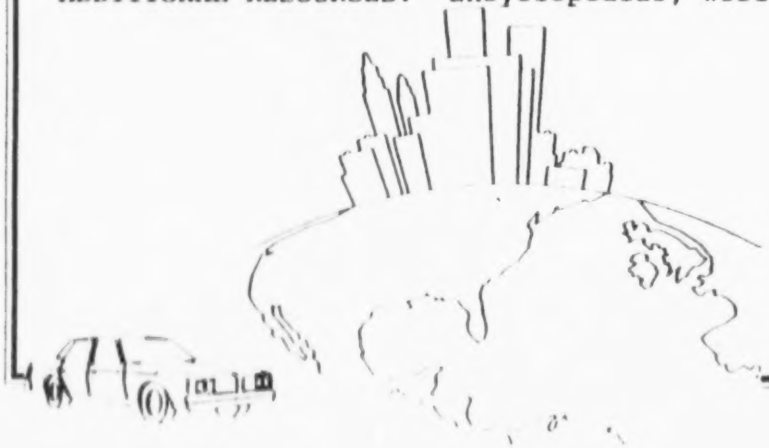
*Countries to include:

Canada
Mexico
Brazil
Argentina
England
Spain

France
Germany
Italy
Sweden
USSR
Turkey
Egypt

Saudi Arabia
India
Australia
Japan
South Korea
Phillipines
China

ADDITIONAL RESOURCES: Encyclopedias, world atlas, classroom text, computer



ACTIVITY: Business Operations And Their Roles In The World

PURPOSE: Through Photographs Discover And Examine The Relationships Between Businesses Throughout The Community And Their Role In The World

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 10th thru 12th

DESCRIPTION OF ACTIVITY: Photograph various aspects of a particular business (television station, factory, department store, etc.). Explain, in detail, how the business operates. Photograph other businesses and examine the similarities and differences between businesses. Discuss the social and economic effects the existence of a particular business has on a community. Look at the photographs of a business operation. Do you think it is efficient? What changes would you make? Why?

ADDITIONAL RESOURCES: Current business magazines, export/import resources, camera, magazines, video camcorder

ACTIVITY: Project INFOE: An Excellent Vehicle For Exploring Military Careers Overseas

PURPOSE: Understanding Military Careers Paths

SUITABLE SUBJECT AREAS: Career Counseling, Social Studies
APPROPRIATE GRADE LEVEL: 10th thru 12th

DESCRIPTION OF ACTIVITY: Introduce your students to Project INFOE, Tennessee's state career information delivery system. INFOE is a microcomputer program located at your high school (check with counselors or librarians). You will be able to choose military occupations, see the job descriptions, requirements, and pay. Most military occupations are needed at all bases around the world. (See attached sheets for examples)

ADDITIONAL RESOURCES: Project INFOE, Apple IIe or IBM compatible computer or Microfiche version, Military Career Guide

MICRO INFOE Job Description
Prepared for: interested student

Job # 594 TANK CREW MEMBERS (MIL ONLY - ENLISTEE)

In peacetime, the role of tank and armor units is to stay ready to defend our country anywhere in the world. In combat, their role is to operate tanks and amphibious assault vehicles to engage and destroy the enemy. Tanks also conduct scouting missions and support infantry units during combat. TANK CREW MEMBERS work as a team to operate armored equipment and fire weapons to destroy enemy positions. TANK CREW MEMBERS normally specialize by type of armor, such as tank or amphibious assault vehicle.

TANK CREW MEMBERS in the military do some or all of following:

* Drive tanks or amphibious assault vehicles in combat formations over roadways, rough terrain, and in heavy surf
* Operate target sighting equipment to aim guns
* Load and fire guns
* Operate two-way radios and signaling equipment to receive and relay battle orders
* Gather and report information about the terrain, enemy strength, and target location
* Perform preventive maintenance on tanks, guns, and equipment
* Read maps, compasses, and battle plans

Crew members are enlistees in the ARMY or MARINE CORPS.

Although the job of tank crew member has no equivalent in civilian life, the close teamwork, discipline, and leadership experiences it provides are helpful in many civilian jobs. Tank crew members, like other combat troops, work in all climates and weather conditions. During training exercises, as in real combat conditions, crew members work, eat, and sleep outdoors and in tanks. This occupation is not open to women.

Military job training consists of between 6 and 9 weeks of classroom and field training under simulated combat conditions. Course content typically includes: Tank operations, armor offensive and defensive tactics, tank gunnery, map reading, and scouting techniques. Further training occurs on the job and through training exercises. Tank crews often take part in war games, which simulate combat conditions. They divide into teams and practice battle tactics on desert ranges. Instead of firing live ammunition, tanks "shoot" harmless light beams at one another to determine war game victors.

JOB OPPORTUNITIES

The military services have about 32,010 Tank Crew Members. On the average, they need about 5,295 new Tank Crew Members each year. For more information, see page 202 of the military career guide.

APTITUDES

If you have taken the ASVAB test, you can relate your scores to this occupation. The ASVAB score that best indicates your chances for qualifying for this occupation is mechanical and crafts.

MILITARY SALARY INFORMATION

See recruiter for information on current military pay.

Job # 482 REGISTERED NURSES (MIL - OFFICER)

REGISTERED NURSES direct nursing teams and give patients individual care to help them recover from illness or injury. Civilian registered nurses work in hospitals, clinics, or private practice facilities. They also work for public health agencies nursing homes, or rehabilitation centers. Civilian registered nurses often specialize and may be known as public health nurses, nurse practitioners, or general duty nurses.

MILITARY REGISTERED NURSES perform some or all of these:

- Help physicians treat patients
- Give injections of pain killers, antibiotics, and other medicines as prescribed by physicians
- Change bandages and dressings
- Assist physicians during surgery
- Provide life support treatments for emergency patients
- Provide care for mental health patients
- Keep records of patients´ conditions
- Supervise practical nurses, nurse aides, and other personnel

The following military services offer this occupation: ARMY, NAVY, and AIR FORCE.

Civilian registered nurses work in hospitals or doctors´ offices. They work in clean offices and examination rooms. They usually work 40 hours a week. They may work days or nights and weekends. Military registered nurses work indoors in hospitals and clinics. Some work in sick bays aboard ship and in mobile field hospitals. Others work in airplanes that transfer patients to medical centers.

There are several methods of preparation for a nursing career. Individuals must complete two to four years of post secondary training to fully qualify. Most community colleges offer associate degree programs for registered nurses.

Military Job training consists of between 14 and 27 weeks of classroom training. Training length varies depending on specialty. Course content typically includes military nursing practices and principles, care of emotionally disturbed patients, health care for children, nursing techniques, anesthesia, respiratory therapy, and cardiopulmonary resuscitation.

JOB OPPORTUNITIES

The estimated number of REGISTERED NURSES in Tennessee is 21,815. It is projected there will be an increase of 54 percent in this occupation through 1995 with 1,885 annual openings. The military services have about 10,130 Registered Nurses. On the average, they need about 1,030 new nurses each year.

For more information, see page 291 of the military career guide.

MILITARY OFFICER TRAINING

There are three main pathways for becoming an officer - U.S. service academies, Reserve Officer Training Corps (ROTC), and Officer Candidate (Training) Schools (OCS). Entry into the academies and ROTC typically requires submission of SAT or ACT scores. Entry into OCS requires taking a service-specific officer test.

MILITARY SALARY INFORMATION

See recruiter for information on current military pay.

Tennessee Annual (Civilian) Salary Information

Beginning Range		Experienced Range	
$19,500.00	$22,525.00	$20,860.00	$34,925.00

U.S. Annual (Civilian) Salary Information

Beginning Range		Experienced Range	
$19,000.00	$23,175.00	$20,750.00	$36,565.00

Job # 14 AIRPLANE PILOTS (MIL - OFFICER)

CIVILIAN AIRPLANE PILOTS generally work for passenger airlines and air cargo businesses. They are called commercial pilots. Many of them are former military pilots who received their flight training in the services. Other civilian pilots work as flight instructors at local airports, as cropdusters, or as pilots transporting business executives in company planes.

Military airplane pilots fly the thousands of jet and propeller airplanes operated by the services. Pilots in the military perform some or all of the following duties:

- Check weather reports to learn about flying conditions
- Develop flight plans showing air routes and schedules
- Contact air traffic controllers to obtain take-off, flying, and landing instructions
- Fly airplanes by controlling engines, rudders, elevators, and other controls
- Monitor gauges and dials located on cockpit control panels
- Perform combat maneuvers, take photographs, transport equipment, and patrol areas to carry out flight missions
- Write reports about completed flights

MILITARY PILOTS serve as officers in the ARMY, NAVY, AIR FORCE, MARINE CORPS, or COAST GUARD.

Civilian flying time is based on government regulations. Flight hours may not be more than 85 hours in 30 days or 1,000 hours in a year. MILITARY AIRPLANE PILOTS are stationed at air bases located around the world, and fly in all types of weather conditions. MILITARY PILOTS take-off and land on airport runways and aircraft carrier landing decks.

Airline pilots must have a minimum of 250 hours of flight experience, and must pass Federal Aviation Administration (FAA) written and flight examinations to earn a flight engineer's license. Flying can be learned either in the military or at civilian flying schools. Advancement in airlines usually depends upon flight experience and seniority. More and more airlines are looking for college graduates who have attended a flying school before or after graduation. Many graduates of the Air Force Academy go on to complete pilot training while serving as military officers.

Military pilot training is a two-year program covering one year each in initial and advanced training. Initial training includes time spent in flight simulators, classroom training, officer training, and basic flight training. Course content typically includes aircraft aerodynamics, jet and propeller engine operation, battle tactics, foul weather flying, and FAA regulations. Advanced training begins when pilots successfully complete initial training and are awarded their "wings." Advanced training consists of specialized instruction in flying a particular type of aircraft.

JOB OPPORTUNITIES

The total number of AIRPLANE PILOTS in Tennessee is 2,060. It is projected there will be an increase of 102 percent through 1995 with 240 annual openings. The military services have about 25,795 Pilots. On the average, they need about 190 new Pilots each year. For more information see p.322 of the military career guide.

MILITARY OFFICER TRAINING

There are three main pathways for becoming an officer - U.S. service academies, Reserve Officer Training Corps (ROTC), and Officer Candidate (Training) Schools (OCS). Entry into the academies and ROTC typically requires submission of SAT or ACT scores. Entry into OCS requires taking a service-specific officer test.

MILITARY SALARY INFORMATION

See recruiter for information on current military pay.

Tennessee Annual (Civilian) Salary Information

Beginning Range		Experienced Range	
$26,750.00	$43,775.00	$36,050.00	$%165,000.00

U.S. Annual (Civilian) Salary Information

Beginning Range		Experienced Range	
$26,500.00	$54,590.00	$32,960.00	$%170,000.00

ACTIVITY: Making The American System Work Overseas

PURPOSE: Understanding World Affairs

SUITABLE SUBJECT AREAS: World History, Sociology, Economics
APPROPRIATE GRADE LEVELS: 10th and 12th

DESCRIPTION OF ACTIVITY: Student Assignment: Soviet President Mikhail Gorbachev has called on you as a private consultant to help reshape the Soviet boundaries, economy, and politics. Use your knowledge of American democracy, European history, and world affairs to help President Gorbachev outline a new world order for what used to be the USSR (this will allow new republics and new alliances and federations).

ADDITIONAL RESOURCES: World history, U.S. history, sociology, world geography textbooks, current events

ACTIVITY: Introducing The World Trade Center NETWORK

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREA: Economics, Business Education, Marketing Education
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Please review pamphlets entitled "What Is A World Trade Center," "World Trade Center Network" (included in this resource guide). Introduce students to the World Trade Center NETWORK. What is its purpose? What are the advantages of using this system? Is there cost involved? How does this network strengthen global awareness and global economic involvement? In an effort to better understand this system, take the students step-by-step through one of the print out examples listed in this publication (i.e. the Chattanooga Choo-Choo announcement and the March 1991 request for garlic (both attached)). Have students respond to the following questions: This request was made under what heading? When were the request run? Who made the requests?

World Trade Center

NETWORK

The World Trade Center Chattanooga

```
OFFERS TO BUY

CHOOSE HEADING NUMBER(S):

 1 NON PROCESSED ANIMAL AND VEGETABLE PRODUCTS
 2 PREPARED FOODSTUFFS
 3 CHEMICAL AND MINERAL PRODUCTS
 4 PLASTICS, RUBBER, WOOD AND BUILDING MATERIALS
 5 TEXTILES
 6 BASE AND PRECIOUS METALS, JEWELRY
 7 ELECTRONIC AND MECHANICAL APPLIANCES
 8 VEHICLES, AIRCRAFT AND SHIPS
 9 MEDICAL, SURGICAL AND HEALTH CARE PRODUCTS
10 MANUFACTURED ARTICLES
11 MISCELLANEOUS OTHER
12 FINANCE, REAL ESTATE

ENTER HEADING NUMBER(S) OR ALL : ALL
DO YOU WISH TO SEE ITEMS BY HEADINGS? [Y/N]: Y

NON PROCESSED ANIMAL AND VEGETABLE PRODUCTS

    ADDR     ITEM NO. DATE     HEADLINE
  1 UNICO P * 129537 15MAR91 SISAL FIBER
  2 MATCO P * 129454 13MAR91 ONIONS, GARLIC,POTATOES
  3 FREDC   * 129448 13MAR91 *****TURKEY NECKS*****
  4 POLIN   * 129399 13MAR91 ***==="NATURAL FALL DOWN DRIED ELK HORN"===***
  5 PRE   P * 129362 12MAR91 !!!!!URGENT  BROWN FISH MEAL  URGENT!!!!!
  6 PATHI P * 129300 11MAR91 EDIBLE CRUDE SOYBEAN DEGUMMED OIL
  7 AXIL    * 129258 09MAR91 ***  RAW COTTON  ***
  8 GACI    * 129211 08MAR91 BEEF,PORK, CHICKEN FROZEN AND OTHER FOR RUSSIA
  9 EXPSR   * 129205 07MAR91 NEED  L I V E  DAIRY COWS - IMMEDIATELY !!

PREPARED FOODSTUFFS

    ADDR     ITEM NO. DATE     HEADLINE
 10 TAYSH   * 129531 15MAR91 WE BUY FOODSTUFF & CONSUMER GOODS
 11 CITIC   * 129529 15MAR91 SEEK CAVIAR DISTRIBUSTION & MANUFACTURING PRARTMER
 12 WTCGV   * 129488 14MAR91 SCOTCH WHISKEY
 13 XPORT P * 129461 13MAR91 CONCENTRATE OF TOMATOES WANTED
 14 XPORT P * 129459 13MAR91 MARGARINE WANTED
 15 FREDC   * 129448 13MAR91 *****TURKEY NECKS*****
 16 PRE   P * 129362 12MAR91 !!!!!URGENT  BROWN FISH MEAL  URGENT!!!!!
 17 DEFSE P * 129289 11MAR91 FROZEN FISH AND SEAFOOD
 18 EXMAR P * 129286 10MAR91  ** NEED LIQUOR **
 19 NMINL P * 129284 10MAR91 LARGE GROUP BUY/SELL DIFFERENT PRODUCTS & COMMODIT
 20 AXIL    * 129260 09MAR91 ***  RICE FROM CHINA  ***
 21 AXIL    * 129259 09MAR91 ***  RICE FROM THAILAND  ***
 22 GACI    * 129211 08MAR91 BEEF,PORK, CHICKEN FROZEN AND OTHER FOR RUSSIA
 23 EXPSR   * 129202 07MAR91 NEED LARGE QUANTITIES OF VARIOUS OILS - URGENT
 24 ROUS    * 129117 05MAR91 ******* FROZEN CHICKENS *******

CHEMICAL AND MINERAL PRODUCTS

    ADDR    ITEM NO. DATE    HEADLINE
 25 WTCCA   * 129463 13MAR91 GUMM RESIN FOR INDUSTRIAL USE
 26 WTCBT   * 129456 13MAR91 TITANIUM DIOXIDE PIGMENT
 27 UNGRP P * 129452 13MAR91  $$ ALUMINIUM INGOT , COPPER & BRASS  SCRAP  $$
 28 UNGRP P * 129450 13MAR91  $$$$$ POTASSIUM CHLORIDE , 99 % $$$
 29 UNGRP P * 129449 13MAR91 $$$ CHLORINE TABLETS $$$$
 30 UTCIN   * 129442 13MAR91 CEPHALEXIN / ERYTHROMYCIN - URGENT
 31 AXIL    * 129421 13MAR91 <<2-ETHYL HOXYL ACRYLATE [C11H2OO2]>>
 32 AXIL    * 129420 13MAR91 <<<<BUTYL ACRYLATE (C7H12O2)>>>>
 33 AXIL    * 129419 13MAR91 <<<<METHYL ACRYLATE (C4H6O2)>>>>
 34 AXIL    * 129418 13MAR91 ACRYLIC ACID (C3H4O2)
 35 AXIL    * 129417 13MAR91 <<<<ETHYL ACRYLATE (C5H8O2)>>>>
 36 AXIL    * 129339 11MAR91 * GLASS SCRAP *
 37 AXIL    * 129338 11MAR91 * METHYL TERTIARY BUTYL ETHER (MTBE) *
 38 CRSTA   * 129333 11MAR91 ACRYLIC CHEMICALS WANTED FOR TAIWAN
 39 PATHI P * 129296 11MAR91 .URGENT.UREA 46%UP 1-4MM 150,000TONS FOR CHINA
 40 ITG     * 129292 11MAR91 HYDROGEN PEROXIDE:  NEW SOURCE WANTED!
 41 NMINL P * 129284 10MAR91 LARGE GROUP BUY/SELL DIFFERENT PRODUCTS & COMMODIT
 42 PSBO    * 129280 09MAR91 ****NEED SULPHUR BUYERS***URGENT****
 43 AXIL    * 129257 09MAR91 ***  SULPHUR  ***
 44 WTCGO   * 129185 07MAR91 PERFORMANCE CHEMICALS
 45 COLSU P * 129171 06MAR91 MICA * CHLORINATED NATURAL RUBBER * TARTARIC ACID
 46 ROUS    * 129164 06MAR91 *** GLASS BOTTLES MANUFACTURERS ***
 47 TRON  P * 129106 05MAR91 ACETIC ACID
 48 TAIYO P * 129100 05MAR91 * * URGENTLY * * INSULINE SYRINGE * *
 49 WTCLB   * 129082 04MAR91       UREA

PLASTICS, RUBBER, WOOD AND BUILDING MATERIALS

    ADDR    ITEM NO. DATE    HEADLINE
 50 WALTE   * 129555 15MAR91 BUY EVERY KIND WOOD, PLANKS,...
 51 WALTE   * 129554 15MAR91 NEED EUROPALETTS OR WOOD FOR IT
 52 YSUNG   * 129487 14MAR91 STEEL BAR FOR REINFORCED CONCRETE
 53 WTCCA   * 129463 13MAR91 GUMM RESIN FOR INDUSTRIAL USE
 54 SANDR   * 129351 12MAR91 SANDALWOOD LOG, SUS430S.S.SCRAP
 55 APPLI   * 129349 12MAR91 SYNTHETIC RUBBER & ACCELERATORS WANTED
 56 ART       129319 11MAR91 *->URGENT!! HDPE REGRIND - 40,000 LBS/WK<-***
 57 PSBO    * 129281 09MAR91 ****NEED 100,000 MT OF PORTLAND CEMENT****
 58 AMIE  P * 129217 08MAR91 *****>>>>PP WOVEN BAGS 31 MILLION<<<<*****
 59 PSINC     129126 05MAR91 LOOKING FOR PLASTIC
 60 WTCCH   * 129118 05MAR91 NATIONAL HOME CENTER SHOW - CHICAGO
 61 RICE  P * 129111 05MAR91 TINPLATE FOR MAKING SALAD OIL TANK
 62 WTCTA   * 129088 04MAR91 NEED NOW 20,000 TONS CEMENT !!
 63 WTCLB   * 129081 04MAR91 PORTLAND CEMENT
 64 WTCED   * 129079 04MAR91 PAINT BRUSHES
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TEXTILES

    ADDR     ITEM NO. DATE     HEADLINE
 65 DELRY    * 129584 15MAR91 **URGENT LEVI'S 501 JEANS NOW!!!**
 66 BCPT     * 129566 15MAR91 ++++++++++ AERICAN DENIM FABRIC ++++++++++
 67 WTCTP    * 129542 15MAR91 INQUIRY "WOOL TOPS"
 68 UNICO P  * 129539 15MAR91 T-SHIRTS
 69 WTCMX    * 129520 14MAR91   .*>>>*> >  ACCESORIES FOR LEATHER GOODS  < <*<<<
 70 AXIL     * 129413 13MAR91 USED CLOTHING
 71 WTCHS    * 129388 12MAR91 NEED JEANS,T-SHIRTS,WATCHES,CYCLE PARTS
 72 CRSTA    * 129332 11MAR91 DUPONT "LYCRA" (POLYURETHANE FIBER) WANTED
 73 TRYLO P    129324 11MAR91 *** FABRIC CLOSE OUTS WANTED. ALL TYPES.***
 74 NCN   P  * 129273 09MAR91 **WANTED 501JEANS,SONY CCDV5000 TYPE CAMERA **
 75 ZARA  P    129183 07MAR91 TEXTILE MACHINES: ( WE NEED VERY GOOD PRICE )
 76 ZARA  P  * 129181 07MAR91 SPUN POLYESTER AND OR CORE CTTN SEWING THREAD
 77 CASOC      129051 03MAR91 --> LEVI 501'S  (NEW, USED OR IRREGULARS) <--

BASE AND PRECIOUS METALS, JEWELRY

    ADDR     ITEM NO. DATE     HEADLINE
 78 YSUNG    * 129487 14MAR91 STEEL BAR FOR REINFORCED CONCRETE
 79 AXIL     * 129414 13MAR91 METAL SCRAP
 80 GPB        129201 07MAR91 WANT TO BUY SCRAP COPPER

ELECTRONIC AND MECHANICAL APPLIANCES

    ADDR     ITEM NO. DATE     HEADLINE
 81 MONTI P  * 129570 15MAR91 BUYING ELECTRONICS
 82 CITIC    * 129538 15MAR91 BUY COPPER-GOLD POWER PRODUCTION LINE )I&TECHNOLOG
 83 CITIC    * 129533 15MAR91 PRODUCTION LINE TO PRODUCE REFRACTIVE FILMS
 84 JCAUS    * 129499 14MAR91 1 MILLION VIDEO TAPES
 85 TNTCO P  * 129478 14MAR91 8",10",OR 12" COLOR MONITOR
 86 SILVR P  * 129436 13MAR91 POWER SUPPLIES (220VAC INPUT 12VAC 2000MA OUTPUT)
 87 COSMO P  * 129434 13MAR91 *****PANASONIC ANSWERING MACHINES*****
 88 RHA      * 129374 12MAR91 NEED 220V HOUSEHOLD GOODS
 89 EUROP    * 129365 12MAR91 LOOKING FOR LEADFRAME
 90 INFST P  * 129353 12MAR91 - FAX MACHINES -
 91 WTCOX    * 129315 11MAR91 GERMAN TUV/GS APPROVED SPA/WHRLPL PUMP-HEATER UNIT
 92 WTCMK    * 129307 11MAR91 OFFER TO BUY MACHINERY FOR COTTON YARN SPINNING
 93 NCN   P  * 129273 09MAR91 **WANTED 501JEANS,SONY CCDV5000 TYPE CAMERA **
 94 SHYUP    * 129252 09MAR91 $$$ URGENT 1000 PCS NOTEBOOK COMPTERS
 95 CSTAR    * 129238 08MAR91 20' COLOR TV MADE IN TAIWAN FOR EASTERN EUROPE
 96 GACI     * 129210 08MAR91 VIDEO TAPES LARGE QUANTITY  FOR RUSSIA
 97 CHIE     * 129184 07MAR91 ELECTRIC TELEPHONE EXCHANGER OF 300 & 30 PORTS
 98 ZARA  P    129183 07MAR91 TEXTILE MACHINES: ( WE NEED VERY GOOD PRICE )
 99 ADJO  P  * 129132 05MAR91 ** URGENT NEED -COPIERS AND ADDING MACHINES
100 WTCMX    * 129119 05MAR91 :*: :*: PROGRAMMABLE ADVERTISING DISPLAY :*: :*:
101 XPORT P    128747 22FEB91 SEEK VENDOR FOR MAGNET GEARMOTOR!!!!

VEHICLES, AIRCRAFT AND SHIPS

    ADDR     ITEM NO. DATE     HEADLINE
102 WTCBT    * 129593 16MAR91 AUTOMOTIVE EXHAUST CONTROL REVICES
103 CCTC  P  * 129564 15MAR91 USED MOTOCYCLES
104 JCHAN P  * 129489 14MAR91  >> BEER PRODUCTION LINE EQUIPMENTS <<
105 INTDG    * 129393 13MAR91 G.M.A GUADELOUPE FWI
106 INTDG    * 129392 13MAR91 G

MEDICAL, SURGICAL AND HEALTH CARE PRODUCTS
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BULLETIN BOARD (SELECTIVELY REPUBLISHED TO REACH 3,773,291 READERS)

1 READ ITEMS
2 POST ITEMS
3 DELETE ITEMS
4 RE-POST ITEMS

OPTION:

READ ITEMS


KEYWORDS: BACK EXIT HELP STOP )OFF


BULLETIN BOARD HEADLINES


CHOOSE A CATEGORY:

1  OFFERS TO BUY
2  OFFERS TO SELL
3  OTHER

CATEGORY NO.:

OTHER


THE FOLLOWING BUSINESS FUNCTIONS ARE INCLUDED IN 'OTHER' CATEGORY
-----------------------------------------------------------------


CODE  DESCRIPTION
----  -----------

7000  MEETINGS, CONVENTIONS, EXHIBITS
7200  ENVIRONMENTAL SERVICES
7300  ADVERTISING AND PUBLIC RELATIONS
7400  CONSULTANTS, BUSINESS
7600  COMPUTER SERVICES
7900  HOTEL, TRAVEL AND TOURISM
8000  HEALTH SERVICES
8100  LEGAL SERVICES
8200  EDUCATIONAL SERVICES
8300  ASSOCIATIONS
8500  TRADE INFORMATION AND MARKET RESEARCH
8600  AGENTS, MANUFACTURERS REPRESENTATIVES, DISTRIBUTORS
9300  WORLD-WIDE EMPLOYMENT OPPORTUNITIES
8900  MISCELLANEOUS SERVICES

OTHER

    ADDR     ITEM NO. DATE    HEADLINE
  1 WTCCG   * 129594 16MAR91 RIDE ON THE CHATTANOOGA CHOO CHOO IN SEPT 91.
  2 WTCTP   * 129586 16MAR91 SOLE EXCLUSIVE AGENTS WANTED
  3 EMAIR P   129577 15MAR91 FREIGHT SERVICE TO/FR HUNGARY
  4 GLBRO   * 129569 15MAR91 8600
  5 SOURC   * 129565 15MAR91 FIND YOUR EUROPEAN PARTNER !!
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 6 LCED  P * 129563 15MAR91 NEED AGENTS IN KOREA,JAPAN,TAIWAN FOR FEED
 7 OLTR    * 129560 15MAR91 DISTRIBUTORS/AGENTS REQUIRED FOR BUSINESS SOFTWAI
 8 WTCSO   * 129551 15MAR91 SEWING SERVICES WITH LOCAL LABOUR
 9 WTCRV   * 129549 15MAR91 INTERNATIONAL DETECTIVE AGENCY
10 JBINT P * 129540 15MAR91 MERGER AND ACQUISITION IN FRANCE * * *
11 PHNIX P * 129523 14MAR91 INTL NEW PRODUCT NEWSLETTER:PRODS FOR LIC/DIST
12 AMIMP   * 129519 14MAR91 NEW PATENTED INVENTION FOR DETOX OF TAILINGS
13 WTCTR   * 129518 14MAR91 SECURITY SYSTEM--DISTRIBUTORS FOR CANADA WANTED
14 WTCLB   * 129507 14MAR91 THE "NEW" EUROPE: PACRIM THREAT OR OPPORTUNITY
15 OLTR    * 129498 14MAR91 SEEKING DISTRIBUTORS, AGENTS
16 WTCRT   * 129497 14MAR91 INT'L INSURANCE (IN USA CALL 1800-422-1855)
17 WTCAT   * 129493 14MAR91 COLLECT YOUR BAD CREDIT NOW!
18 WTCSU   * 129480 14MAR91 SURABAYA EXPO '91 - GRAB THE EAST INDONESIA MARKE
19 WTCBJ   * 129467 14MAR91 SEEKING PARTENER FOR CO-DEVLLOP TOURISM RESOURCES
20 IHC   P * 129445 13MAR91 AGENT WANTED -> COMPUTER EQUIPMENT <-
21 IHC   P * 129443 13MAR91 AGENTS WANTED CONST/MINING/DRILLING
22 RJTI  P * 129431 13MAR91 UP TO 60% OFF - OFFICE SUPPLIES - DIRECT FROM U.S
23 WTCBJ   * 129400 13MAR91 LOOKING FOR AGENT OF QL TYPE INSTRUMENT
24 OVERC P * 129395 13MAR91 WE TRANSPORT SEA/LAND EUROPE TO MIDDLE EAST
25 WELLH P * 129385 12MAR91 *****PACIFIC RIM REPRESENTATION*****
26 CYCLE P * 129378 12MAR91 MAJOR BICYCLE ACCESSORY CO SEEKS MEXICAN REPS
27 TCTI  P * 129372 12MAR91 NEED A NEW YORK CITY ADDRESS?
28 ZIG   P * 129370 12MAR91 CONTEMPORARY SOVIET ART
29 ZIG   P * 129369 12MAR91 : INVEST IN SOVIET DESIGNED JEWELRY
30 WTCZG   * 129356 12MAR91 + FREE CAPACITIES OF QUALIFIED ENGINEERS +
31 WTCMO   * 129354 12MAR91 RUSSIAN AMERICA - 250 YEARS
32 ABLEP   * 129350 12MAR91 QUARTZ CLOCK MOVEMENTS O.E.M. BUYER WANTED!
33 PHNIX P * 129335 11MAR91 ***ENVIRONMENTAL CLEANING OF COMPUTER ROOMS!
34 WTCA    * 129331 11MAR91 ***MARCO POLO CONFERENCE, JUNE 13-16, MILAN***
35 WTCMK   * 129311 11MAR91 CHANGE BACKHOE TO CRANE IN 30 MINUTES
36 WTCMK   * 129310 11MAR91 DISTRIBUTORS/INVESTORS FOR GAS SAVING DEVICE
37 WTCBN   * 129305 11MAR91 *****  TRANSLATION AGENCY  *****
38 WTCSO   * 129302 11MAR91 BUL AIR" OFFERS HELICOPTERS & AIRCRAFT/STAFF
39 COLTC P * 129269 09MAR91 **LET US START/MANAGE YOUR NEW USA SALES OFFICE
40 WTCMX   * 129250 09MAR91 .>>*>>*>> FOR SELL OFFICE IN WTC MEXICO <<*<<*<<
41 WTCMX   * 129249 08MAR91 ****** PROFESSIONAL MEXICO TOUR OPERATOR ******
42 AMINT P * 129246 08MAR91 FINANCING AVAILABLE
43 KRIEG P * 129244 08MAR91 ***SWITZERLAND 700 EXHIBIT IN NEW YORK CITY***
44 CCI   P * 129207 08MAR91 WANTED ELECTRONIC & RELATED PRODUCTS FOR USSR
45 PAZ   P * 129194 07MAR91 DISTRIBS FOR SOLAR ENERGY & ENVIRON. PRODUCTS
46 PAZ   P * 129172 06MAR91 ECONOMICAL FAX MACHINE AS LOW AS US$264
47 BENCH P   129170 06MAR91 KUWAIT RECONSTRUCTION AND MARKETING
48 WTCSP   * 129158 06MAR91 PRODUCTION CAPACITIES FOR CLOTHES AND SHOES
49 WTCSP   * 129157 06MAR91 EXHIBITION GRACIOUS LIVING IN YUGOSLAVIA
50 CTECK P * 129142 06MAR91 SOFTWARE FOR NOTBOOK COMPUTERS
51 WTCMX   * 129133 05MAR91         *  PRIME REAL ESTATE IN IXTAPA'S NEW MARINA
52 WTCMK     129130 05MAR91 TECHNICAL EMPLOYEES AVAILABLE FOR YOU
53 WTCLB   * 129125 05MAR91 LICENSE TO IMPROVE MECHANICAL PRODUCT PERFORMANCE
54 WTCCH   * 129122 05MAR91 NATIONAL HOME CENTER SHOW - CHICAGO
55 WTCSO   * 129115 05MAR91 LOOKING FOR A NEW TECHNOLOGY
56 SPEAK   * 129112 05MAR91 SPEAKING FRENCH IN PARIS
57 WTCMO   * 129109 05MAR91 WELCOME TO SIBERIAN LAKE BAIKAL
58 WTCMO   * 129108 05MAR91 LOOKING FOR A PARTNER IN SPHERE OF PJEZOCERAMICS
59 WTCWC   * 129091 04MAR91 ** DISTRIBUTORS SOUGHT FOR COSMETIC PRODUCTS **
60 WTCTA   * 129090 04MAR91 SHIPPING WAREHOUSE DISTRIBUTION SERVICES
61 ICR   P * 129067 04MAR91 "CASTLE" HOTEL-REST. OVERLOOKING NICE-FRANCE
62 WTCJK   * 129064 04MAR91 INDONESIAN GARMENT FAIR 1991
63 RCLA    * 128877 26FEB91 COMPETITIVE FREIGHT RATES/USSR/EUROPE
64 WTCOC   * 128604 20FEB91 MOSCOW OFFICE SPACE WITH WORLDWIDE DIRECT DIAL TEL
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ACTIVITY: Introduction To The World Trade Center

PURPOSE: Understanding the World Economy

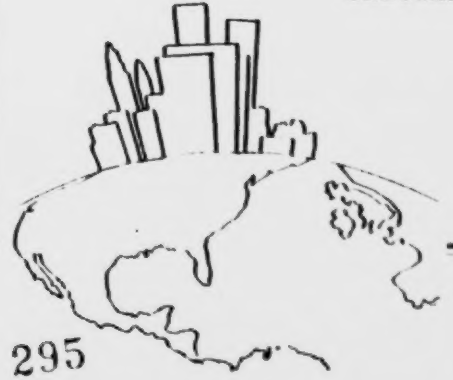
SUITABLE SUBJECT AREA: Economics, Business Education, Marketing Education
APPROPRIATE GRADE LEVEL: 11th and 12th

DESCRIPTION OF ACTIVITY: Have students research the purpose and objective of the World Trade Center. Have students find out as much as possible about imports and exports. How important is foreign trade to the United States or the Tennessee economy? Is foreign trade rising? Will it increase in the future? Will it become easier? How many trade centers are located in the United States; how many throughout the world? How do trade centers such as the one in Chattanooga facilitate foreign trade? How is the World Trade Center similar/different from the International World Trade Center at Memphis State University?

ADDITIONAL RESOURCES: Pamphlet: "What is a World Trade Center?"
"World Trade Center Video," International World Trade Center, Memphis State University

World Trade Center, Chattanooga
Managing Director:
Mr. Franz Reichert
1001 Market Street
Chattanooga, Tennessee 37402

International Trade Center
Memphis State University
Phillip Johnson, Director
Tennessee Small Business
Development Center
Memphis, Tennessee 38152
(901) 678-2500



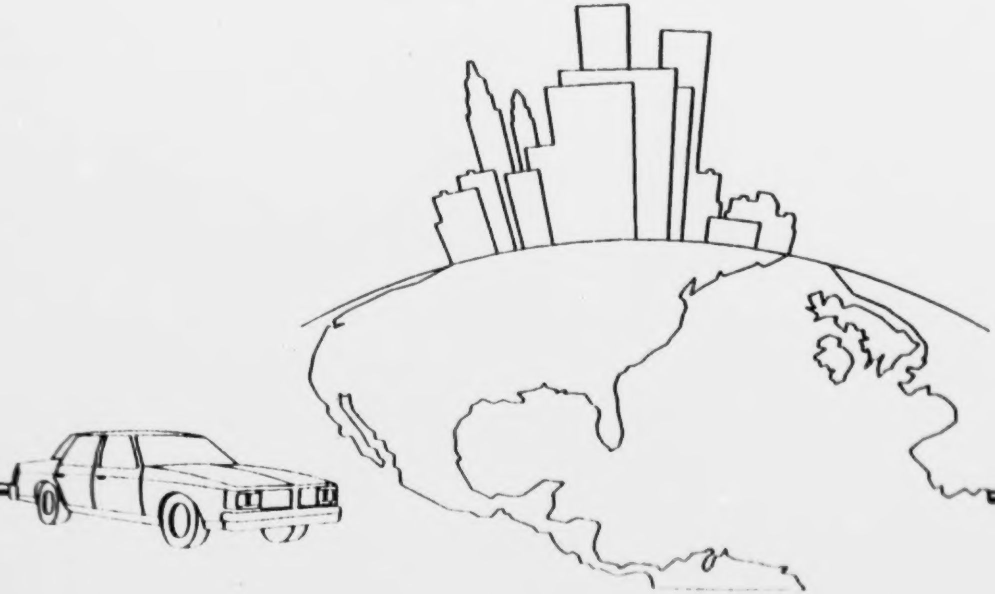
ACTIVITY: When A Dollar Is Not A Dollar

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Have your students research the name of the currency used in 10 specific countries. (Example: USA = dollar) See if that currency is the same from country to country (many countries use "dollar," "peso," etc.). Find out what the exchange rate is for the currencies chosen (see attachment). Develop additional activities which encourage the use of various currency.

ADDITIONAL RESOURCES: International Departments of Banks, "Wall Street Journal," Global Success



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Foreign Currencies

Country	Currency Name	Symbol
Afghanistan	Afghani	Af.
Albania	Lek	L.
Algeria	Dinar	DA.
Argentina	Peso	$a
Australia	Dollar	$A
Austria	Schilling	S
Bangladesh	Taka	TK
Belgium	Franc	BF
Bolivia	Peso	$b
Brazil	Cruzerio	Cr$
Bulgaria	Lev	LW
Burma	Kyat	K
Canada	Dollar	CAN$
CFA	Franc	CFAF
Chile	Escudo/Peso	E
Chinese Republic	Yuan	RMBY
Colombia	Peso	Col$
Costa Rica	Colon	C
Cuba	Peso	Po
Cyprus	Pound	FC
Czechoslovakia	Koruna	K
Denmark	Krone	Dkr
Dominican Republic	Peso	RD$
Ecuador	Sucre	S/
Egypt	Pound	LE
El Salvador	Colon	C
Ethiopia	Dollar	Eth$
Finland	Franc	Fmk
France	Franc	F
Ger. (Dem. Rep.)	Mark	M
Ger. (Fed. Rep.)	Mark	DM

Country	Currency Name	Symbol
Ghana	Cedi	nC
Greece	Drachma	Dr
Guatemala	Quetzal	Q
Guinea	Syli	GF
Haiti	Gourde	G
Honduras	Lempira	L
Hong Kong	Dollar	HK$
Hungary	Forint	Ft
Iceland	Krona	Ikr
India	Rupee	Re
Indonesia	Rupiah	Rp
Iran	Rial	Rl
Iraq	Dinar	ID
Ireland	Pound	LIr
Israel	Pound	IL
Italy	Lira	Lit
Japan	Yen	Y
Jordan	Dinar	JD
Kenya	Shilling	KSh
Khmer	Riel	CR
Korea (North)	Won	WN
Korea (South)	Won	W
Kuwait	Dinar	KD
Laos	Kip	K
Lebanon	Pound	LL
Liberia	Dollar	$
Libya	Dinar	LD
Malawi	Kwacha	MK
Malaysia	Dollar/Ringgit	M$
Mali	Franc	MF
Mauritania	Ouguiya	UM
Mexico	Peso	Mex$
Mongolia	Tughrik	Tug
Morocco	Dirhan	DH
Nepal	Rupee	NRe
Netherlands Ant.	Guilder	Ant.f.

Country	Currency Name	Symbol
Netherlands	Guilder	f
New Zealand	Dollar	$NZ
Nicaragua	Cordoba	C$
Nigeria	Naira	N
Norway	Krone	NKr
Pakistan	Rupee	PRe
Panama	Balboa	B
Paraguay	Guarani	G/
Peru	Sol	Sl
Philippines	Peso	P
Poland	Zloty	zy
Portugal	Escudo	ESc
Qatar	Riyal	QR
Rhodesia	Dollar	R$
Romania	Leu	L
Saudi	Riyal	SRI
Singapore	Dollar	S$
South Africa	Rand	R
Spain	Peseta	Ptas
Sri Lanka	Rupee	SLRe
Sudan	Pound	Lsd
Surinam	Guilder	Sur.F.
Sweden	Krona	SKr
Switzerland	Franc	SWF
Syria	Pound	LS
Taiwan	(new) Dollar	NT$
Tanzania	Shilling	Tsh
Thailand	Baht	B
Tunisia	Dinar	D
Turkey	Lira	LT
Uganda	Shilling	USh
U.S.S.R.	Ruble	R
United Arab Emir.	Dirham	DL
United Kingdom	Pound Sterling	L
United States	Dollar	$
Uraguay	Peso/New Peso	UR$

Country	Currency Name	Symbol
Venezuela	Bolivar	Bs
Viet Nam	Dong	VND
Yugoslavia	Dinar	Din
Zaire	Zaire	z
Zambia	Kwacha	K

ACTIVITY: Imported Products And Their Effect On Our Lifestyle

PURPOSE: Understanding The Value Of The Dollar And Its Effect On International Trade.

SUITABLE SUBJECT AREA: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Even if your students never leave Tennessee, global economics will affect their daily lives. Have students review the video "Careers Going Global." Then have them make a list of products/services that you use (living in Tennessee) that are produced overseas. (Example - cars, gasoline, clothes, shoes, televisions, radio, tape recorders, refrigerators, etc.). Ask them to talk about how our standard of living would change if we developed a strictly isolationist economic policy and could only buy "made in America" products. Role playing or simulation games are encouraged.

Related Activities: Look at tags and labels to see where products are produced. Study foreign trade amounts, U.S. balance of payments, economic journals and newspapers

ACTIVITY: How We Measure Up With World Competition

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: According to recent news reports, the Japanese have surpassed us in overall production of goods and services. If this is indeed true, have students identify reasons for this change. Include information on trade restrictions, preparation of personnel, production procedures, worker commitment, etc. As we prepare for the 21st century, what kinds of things can be done (or are being done) to bring the United States back to the forefront as a leading producer of goods and services?

Related Activity: What other Asian countries are benefiting from successful production and exporting practices? What about European countries? Encourage students to throughly research these shifts in economic power.

ADDITIONAL RESOURCES: Classroom text, current business magazines, current news magazines

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ACTIVITY: Introduction: Most Favored Nation (MFN) Status

PURPOSE: Introducing Political Conditions That Affect Trade Between Nations

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Have students identify countries with "most favored nation" (MFN) status. How does MFN effect United States trade with other foreign countries? Is this an economic or political decision? How are American jobs affected both at home and abroad? Discuss with your students how MFN status can change depending upon the current events of the day. How has MFN changed in countries like, China, Iran, Iraq, Poland, and the USSR, just to name a few.

ADDITIONAL RESOURCES: Daily newspapers, U.S. congress, trade journals, embassies, economics textbooks

ACTIVITY: European Economic Community: Economic Effects On The United States

PURPOSE: Understanding the World Economy

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Have students research and discuss the economic effects of the European Economic Community (EC). What will be the economic effects for participating countries, the non-EC European countries, and their trade with America? How can Europe overcome cultural, historic, religious, language, and monetary differences to build an economic future that is uniform (and in their economic-common good)? Examples of problems: What language will be spoken (or at least used on the label of products)? What measuring system will be used? What monetary system will be used? What side of the road will the cars be driven on? Can the United States do the same with Canada and Mexico? In the future, will we have to compete with consortiums of nations? What is the future for economic areas of influence replacing nation states as the economic forces in the future? How does the view incorporate the Pacific Rim countries? (see Pacific Rim introduction)

ADDITIONAL RESOURCES: "Wall Street Journal", current magazines ("Money," "Fortune," etc.)

ACTIVITY: U.S. Currency And Its Effect On World Trade

PURPOSE: Understanding International Trade

SUITABLE SUBJECT AREA: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: This activity is designed to help your students further understand the changes in the U.S. dollar valuation and how they effect world trade. First have the students collect the currency exchange rates from a current newspaper. Have them observe how these rates fluctuate. Then let them "buy" fifty dollars worth of clothing from various countries. Have the students convert their dollars to pesos, marks, francs, and yen to see how much foreign currency equals $50 before they make their purchase. After they have "bought" clothing using foreign currency, have students explain how the changes in currency rates affect U.S. trade abroad. Is a high exchange rate better? Is a lower exchange rate better? Discuss the balance of trade and how U.S. monetary policy effects our balance of trade.

ADDITIONAL RESOURCES: "The Wall Street Journal," business section of the daily newspaper

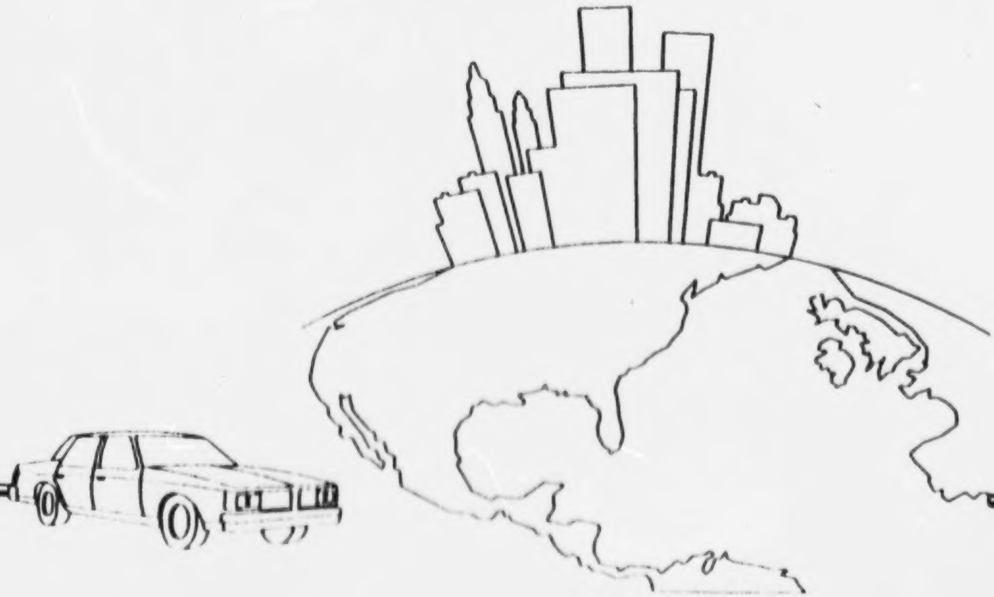
ACTIVITY: Following The Stock Exchanges With An International Flair

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Have your students find a list of stock exchanges in foreign countries (Toronto, Montreal, Tokyo, London, Milan, Hong Kong, Brussels, Paris, Frankfurt, etc.) and follow companies for several days, weeks. Have them pay special attention to the effect (if any) stock prices on foreign exchanges have on the American economy. (Example: follow the Tokyo exchange: companies - Nintendo, Sony, Minolta, etc.) (see attached sheet)

ADDITIONAL RESOURCES: Current editions of the "Wall Street Journal" and related periodicals



OVERSEAS MARKETS

Wednesday, March 6, 1991

TOKYO
(in yen)

	Close	Prev. Close
ANA	1420	1430
Aiwa	1530	1400
Ajinomoto	1650	1620
Alps Elec	1780	1680
Amada Co	1240	1180
Ando Elec	2070	1900
Anritsu	2030	1960
Asahi Chem	779	770
Asahi Glass	1280	1250
Bank of Tokyo	1290	1280
Bk of Yokohama	1260	1240
Banyu Pharm	1200	1170
Bridgestone	1130	1110
Brother Ind	648	625
C. Itoh	744	724
CSK	4900	4700
Canon Inc	1620	1550
Canon Sales	2950	2800
Casio Computer	1250	1190
Chubu Pwr	2790	2800
Chugai Pharm	1280	1230
Citizen Watch	1000	970
Dai Nippon Print	1660	1630
Dai-Ichi Kangyo	2190	2170
Daiei	1500	1480
Daiichi Seiyaku	2290	2220
Dainippon Pharm	2060	2000
Daiwa Danchi	1150	1150
Daiwa House	1940	1950
Daiwa Securities	1400	1330
Eisai	2020	2000
Ezaki Glico	1090	1070
Fanuc	5250	5100
Fuji Bank	2640	2550
Fuji HI	519	522
Fuji Photo Film	3670	3590
Fujisawa Pharm	1870	1820
Fujitsu	1250	1180
Furukawa Elec	819	800
Green Cross	1180	1160
Haseko	736	723
Hirose Elec	4000	3900
Hitachi Cable	1040	1000
Hitachi Credit	1430	1450
Hitachi Ltd	1330	1290
Hitachi Maxell	2260	2190
Hitachi Metals	1290	1330
Hitachi Sales	855	832
Honda Motor	1530	1470
Hosiden Elec	2090	2030
Hoya	2250	2280
IHI	768	775
Ind Bank Japan	3400	3420
Intec	3250	3100
Isetan	2950	2850
Isuzu	585	588
Ito-Yokado	4330	4200
Iwatsu Elec	816	780
JAL	1250	1240
JEOL	1080	1040
JUSCO	1700	1680
Japan Aviat El	1150	1120
Japan Radio	2620	2580
Jujo Paper	695	699
KDD	12200	12600
Kajima	1580	1570
Kandenko	3120	2960
Kansai Elec	2860	2830
Kao Corp	1350	1300
Kawasaki HI	611	610
Kawasaki Steel	450	447
Kinki Elec Con	3100	2970
Kirin	1570	1570
Kobe Steel	518	515
Kokusai Elec	4330	4230
Kokuyo	3300	3170
Komatsu Ltd	990	965
Konica	1050	1080
Kubota	760	760
Kumagai Gumi	960	973
Kuraray	1310	1300
Kureha Chem	671	665
Kyocera	6670	6720
Kyowa Hakko	1110	1080
Kyushu Matsushit	3110	2970
Lion	814	805
Makino Milling	1200	1130
Makita Elec	1970	1860
Marudai Food	1180	1180
Marui	2220	2110
Matsushita Com	3890	3790
Mats' Elec Ind	1860	1820
Mats' Elec Wrks	1650	1610
Mazda	637	625
Meiji Seika	741	726
Minolta	705	686
Misawa Homes	1830	1810
Mitsubishi Bank	2240	2250
Mitsubishi Corp	1330	1320
Mitsubishi Elec	809	780
Mitsubishi Real	1580	1540
Mitsubishi HI	796	810
Mitsubishi Kasei	669	668
Mitsubishi Matl	777	764
Mitsubishi Trust	1770	1690
Mitsubishi Whse	1470	1470
Mitsui Real	1480	1450
Mitsui TaiyoKobe	1890	1870
Mitsui Trust	1380	1360
Mitsui & Co	770	756
Mitsukoshi	1320	1310
Mochida Pharm	2610	2620
NCR Japan	1620	1530
NEC	1700	1630
NGK Spark	990	970
NIFCO	1620	1570
NKK	442	437
NTN	790	760
NTT	1010000	1000000
Nihon Unisys Ltd	3450	3320
Nikko Securities	1020	1010
Nikon Corp	1470	1430
Nintendo	22600	22200
Nippon Chemi-con	867	848
Nippon Columbia	1090	1040
Nippon El Glass	1730	1650
Nippon Express	865	865
Nippon Hodo	2800	2750
Nippon Meat	1510	1530
Nippon Mining	630	642
Nippon Oil	1150	1160
Nippon Sanso	740	736
Nippon Seiko	818	795
Nippon Shinpan	1000	1000
Nippon Steel	487	486
Nissan Motor	797	775
Nissin Food	2550	2540
Nitsuko	1040	925
Nomura Securities	2070	2040
Odakyu Railway	1240	1230
Ohbayashi Corp	1100	1080
Oji Paper	905	902
Oki Elec Ind	803	778
Okuma Mach	1280	1280
Olympus Optical	1130	1110
Ono Pharm	4560	4360
Onoda Cement	725	714
Onward	1740	1760
Orient Corp	1010	1010
Osaka Kiko	860	850
Pioneer Electron	5720	5080
Renown	720	720
Ricoh Co	840	825
Royal Co	1960	1880
Ryobi	722	749
Secom	5510	5210
SMK	822	783
Sankyo Co	2590	2540
Sanrio	4670	4350
Sanwa Bank	2290	2240
Sanyo Elec	666	652
Sapporo Brewery	1290	1270
Sekisui House	1570	1580
Seven-eleven	6920	6650
Sharp	1500	1430
Shimizu Corp	1600	1570
Shin-etsu Chem	1590	1550
Shionogi	1180	1160
Shiseido	2170	2160
Showa Denko	528	526
Skylark	2790	2770
Sony	7010	6850
Sumitomo Bank	2150	2140
Sumitomo Chem	555	555
Sumitomo Corp	1120	1100
Sumitomo Elec	1490	1480
Sumitomo Marine	1000	979
Sumitomo Metal	522	517
Sumitomo Realty	1290	1260
Sumitomo Trust	1660	1620
Suzuki Motor	695	700
TDK	5800	5890
Taisei Corp	1030	1020
Taisho Mar&Fire	1010	989
Taisho Pharm	2330	2300
Taiyo Yuden	950	920
Takeda Chem	1780	1760
Tanabe Seiyaku	1080	1030
Teijin	682	661
Toho Co	24400	23600
Tokio Mar&Fire	1340	1320
Tokyo Denki Kom	1970	1890
Tokyo Elec Power	3910	3890
Tokyo Electron	3640	3550
Tokyo Gas	641	640
Tokyo Style	1670	1660
Tokyu Corp	1670	1680
Tonen Corp	1630	1620
Toppan Print	1520	1470
Toray	666	660
Toshiba	895	875
Toto	1730	1700
Toyo Seikan	4990	4800
Toyobo	555	561
Toyoda Mach	1340	1230
Toyota Motor	1910	1850
Tsugami	729	705
Uny	1550	1490
Ushio	1200	1160
Wacoal	1080	1070
Yamaha	1600	1570
Yamaichi Sec	995	991
Yamanouchi Phm	3370	3250
Yamatake-Honywl	2250	2200
Yamato Transport	1330	1330
Yamazaki Baking	1730	1680
Yasuda Fire	940	928
Yokogawa Elec	1500	1480

LONDON
(in pence)

	Close	Prev. Close
Albert Fisher	126	123
Allied-Lyons	534	522
Argyll Group	281	272
Assoc Brit Fds	475	472
BAA plc	425	419
Barclays	452	442
Bass	1069	1080
BAT Indus	714	704
Blue Circle	271	282
BOC Group	583	569
Boots	356	358
Borland	2875	2725
Bowater Indus	564	555
BPB Indus	225	226
British Aero	658	641
British Airwys	172	165
British Gas	244	237.5
British Pete	335	335.5
British Steel	142.5	144.75
British Telcom	325	318.5
BTR	402	394
Burmah Castrol	566	558
Cable&Wireless	543	540
Cadbury Schwp	378	364
Charter Cons	503	495
Coats Viyella	145	148
Commercial Un	579	578
Courtaulds	390	379
Dixons	181	183
Dowty Group	194	189
Eng Ch Clay	394	396
Fisons	461.5	461
GEC	209.5	206
Genrl Accidnt	569	563
GKN	390	379
Glaxo Hldgs	1036	1022
Granada	189	180
Grand Metrop	749	725
Guardian Royal	224	217
Guinness	815	800
Hanson PLC	230	229
Hawker Siddey	567	568
Hillsdown	227	225
Imp Chem Ind	1103	1070
Johnson Matthy	313	325
Kingfisher	445	443
Ladbroke Grp	277	271
Land Securs	555	545
LASMO	376	380
Legal & Genl	425	428
Lloyds Bank	364	355
Lonrho	229	225
Lucas	169.5	168
Marks&Spencer	244	241
Maxwell Comm	147.5	141.5
MEPC	541	535
Midland Bank	189	187
Nat Westmnr Bk	328	323
NFC	167	162
P & O	625	622
Pearson	789	769
Pilkgtn Bros	193	193
Prudential	239	231
Racal Elect	212	217
Rank Org	777	740
Reckitt&Colman	1395	1358
Redland	465	469
Reed Intl	436	438
Reuters	836	859
RMC	741	733
Rolls Royce	175	174
Royal Insur	475	478
RTZ Corp	529	537
Stchi&Stchi	22	20.5
J Sainsbury	335	330
Sears	95	94
Sedgwick Grp	254	246
Shell Trnspt	475	468
Siebe plc	420	420
Smithkln Bchm	755	722
Smith&Nephew	115	113.5
Std Chartrd	323	294
STC	320	320
Storehouse	117	120
Sun Alliance	376	374
Tarmac	264	268
Tate & Lyle	343	343
Tesco	252	248
Thorn EMI	755	719
Trafalgar Hse	265	265
Trusthse Forte	282	280
TSB Group	159	159
Ultramar	351	355
Utd Biscuits	379	377
Unilever	735	716
Warburg	427	404
Wellcome	531	505
WPP Group	124	122

South African Mines
(in U.S. dollars)

	Close	Prev. Close
Bracken	0.60	0.60
Deelkraal	2.08	2.08
Doornfontein	0.63	0.63
Durban Deep	3.75	4.25
E. Rand Gold	2.44	2.44
E. Rand Prop	3.38	3.63
Elandsrand	6.25	6.47
Elsburg	0.63	0.63
Grootvlei	0.95	1.05
Harmony	6.75	6.75
Hartebstfn	5.65	5.65
Impala Pltm	18.88	18.88
Kinross	14.12	14.38
Leslie	1.13	1.13
Libanon	0.55	0.55
Loraine	1.68	1.73
Randfontein	3.62	3.65
Rustenburg	21.62	21.88
Southvaal	26.25	26.25
Stilfontein	1.88	1.88
Unisel	3.25	3.25
West Areas	1.15	1.05
Winkelhaak	14.00	14.50

MILAN
(in lire)

	Close	Prev. Close
Banca Com	4475	4359
Benetton	8960	8800
Cige	3130	3190
CIR	2490	2450
FIAT Com	5495	5294
FIAT Pref	3970	3811
Generali	35370	34670
Mediobanca	15725	15100
Montedison	1480	1428
Olivetti Com	3800	3670
Olivetti NC	2780	2745
Pirelli Co	6260	6135
Pirelli SpA	1770	1730
Rinascente	5950	5750
RAS	19980	19320
Saipem	1850	1825
SIP	1429	1394
Snia	1680	1605

SWITZERLAND
(in Swiss francs)

	Close	Prev. Close
Alusuisse	1125	1105
Brown Boveri	4930	4820
Ciba-Geigy br	2840	2810
Ciba-Geigy reg	2500	2460
Ciba-G prt ctf	2450	2440
CS Holding	1835	1770
Hof LaRoch br	7600	7520
Roche div rt	4200	4200
Nestle bearer	8150	7990
Nestle reg	7990	7750
Nestle prt ctf	1565	1530
Sandoz	11000	11100
Sulzer	465	465
Swiss Bnk Co	309	308
Swiss Reinsur	2210	2200
Swissair	881	810
UBS	3470	3380
Zurich Ins	4880	4480

PARIS
(in French francs)

	Close	Prev. Close
Accor	820	822
Air Liquide	701	690
Alcatel Alsthm	657	610
BSN-Gervais	823 -	802
Carrefour	3569	3589
Club Med	518	501
Dassault Avitn	455	460
Elf Aquitaine	325.50	327.50
Euro Disneyld	115.90	114.90
Generale Eaux	2570	2522
Hachette	239.80	231
Havas	529	534
Imetal	297	286.50
Lafarge Coppe	410	404.20
LVMH	3965	3880
Machines Bull	50	50
Matra	290.10	295
Michelin	92.80	92
L'Oreal	526	524
Paribas	504	499
Pernod Ricard	1180	1183
Peugeot	560	558
Saint Gobain	450	441.50
Sanofi	840	827
Source Perrier	1436	1447
Suez	343.50	337.90
Thomson CSF	150	149.40
Total Francais	675	662

AMSTERDAM
(in guilders)

	Close	Prev. Close
ABN Amro	37.60	37.60
Aegon	123.60	121.70
Ahold	78.50	75
Akzo	100.10	97.50
AMEV	55.50	54.50
Buhrmn-Tett	61.80	60.20
DSM	110.20	108.40
Elsevier	77.20	74.50
Fokker	31.60	30.50
Gist-Brocades	34.40	34.40
Heineken	147.80	145.40
Hoogovens	53.50	52.60
KLM	28.20	27.20
Nat-Nedrlndn	58.10	56.90
Nedlloyd	52.90	52.70
Oce-van Grntn	49.50	48.20
Pakhoed Hldg	183	181.50
Philips	27.80	27.40
Robeco	98.40	96.80
Rodamco	56.10	55.60
Rolinco	94.10	92.40
Rorento	62.80	62.70
Royal Dutch	141.80	139.60
Unilever	154.30	150.80
VOC	43.20	42.70
VNU	92.80	91.50
VRG-Groep	66.70	66.50
Wessanen	74.80	73.50
Wolters Kluwer	52.50	51.60

STOCKHOLM
(in krona)

	Close	Prev. Close
AGA	290	280
Alfa Laval	252	252
Asea	658	636
Astra	587	526
Atlas Copco	221	214
Electrolux	217	212
Ericsson	224	214
Saab Scania	288	288
SE Bank	68	68
Skanska	415	405
SKF	102	94
Volvo	302	292

BRUSSELS
(in Belgian francs)

	Close	Prev. Close
Arbed	3955	3840
BBL	2510	2510
Bekaert	9790	9180
Electrabel	4770	4760
GB Inno	1252	1240
Gevaert	7700	7560
Gen de Bnque	5280	5280
Petrofina	11525	11275
Soc Gen Belg	2400	2365
Solvay	12575	12175

FRANKFURT
(in marks)

	Close	Prev. Close
AEG	211	208.1
Allianz	2460	2380
Asko	744	742
BASF	243.5	232
Bayer	272.5	259.9
Bvr Vereinsbk	387	373
BMW	494	473.5
Commerzbank	268	259
Continental	233	225.5
Daimler Benz	648	627.9
Degussa	351	337
Deutsche Bank	658.5	643
Dresdner Bank	366	360
Henkel	530	516
Hochtief	1292	1240
Hoechst	250.9	239.8
Karstadt	560.5	540
Kaufhof	467	455
Linde	820	794.5
Lufthansa	130.5	128
Mannesmann	288.5	279
MAN	387	377.5
Metallges	499	488
Munchen Ruck	2310	2260
Nixdorf	275.5	269
Porsche	849	826
RWE	407.5	388.5
SEL	370	357
Schering	783	773
Siemens	629	611.5
Thyssen	226	220
Veba	343.7	326.5
VEW	230	222
Volkswagen	380	360

SYDNEY
(in Australian dollars)

	Close	Prev. Close
Amcor	4.61	4.54
ANZ Group	3.24	3.21
Ashton	1.50	1.36
Bell Group	z	z
Boral	3.70	3.56
Bougainville	0.80	0.75
Brambles Inds	15.80	15.35
Broken Hill Prp	10.95	10.50
Burns Philp	2.64	2.65
Coles Myer	9.26	9.20
Comalco	4.09	3.80
Centrl Norsemn	0.23	0.26
CRA	11.50	10.70
CSR	5.26	5.16
Foster's	1.42	1.40
Gld Mns Kalgo	0.56	0.56
Goodman	1.61	1.60
Leighton	1.10	1.06
Mayne Nickless	6.30	6.30
MIM Holdings	1.74	1.57
Nat Aust Bnk	5.88	5.78
News Corp	9.04	8.26
Nrth Brk Hill	2.25	1.94
Pacific Dunlop	5.36	5.18
Pancontinental	1.44	1.48
Poseidon	1.40	1.41
Renison Gldflds	6.20	6.04
Santos	3.88	3.84
S Pac Pete	0.36	0.36
TNT Ltd	1.49	1.41
Western Mining	4.82	4.60
Westpac	3.98	3.82
Woodside	2.91	2.90

z Not quoted.

HONG KONG
(in Hong Kong dollars)

	Close	Prev. Close
Bank E Asia	15.60	15.60
Cathay Pacific	8.85	8.85
Cheung Kong	15.50	15.30
China L & P	19	18.60
Dairy Farm	12	11.90
Hang Seng Bk	28.80	28.70
HK Electric	11.40	11
HK Land	8.50	8.35
HK Shanghai	5.75	5.75
HK Telecom	7.30	7.30
Hutchsn Whmp	13.90	13.80
Jardine Mathsn	33	31.75
Sun Hung Kai	18.10	17.80
Swire Pacific	18.80	18.50
Wharf Holdings	9.55	9.35

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ACTIVITY: Countertrading With A Capital "C"

PURPOSE: Understanding World Economy

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Countertrade is an umbrella term for a variety of unconventional reciprocal trading arrangements, the basic forms of which are counterpurchase, compensation, buy-back or swap. For instance Pierre Cardin served as a consultant to China in exchange for silk and cashmeres; Coca-Cola traded its syrup for a) cheese from a factory it built in the Soviet Union, b) for oranges it planted in an orchard in Egypt and c) for tomato paste from a plant installed in Turkey. Some countries swap because they do not have enough currency to pay for imports. Other countries barter to unload surplus products.

Divide your class into groups. Have some of the students act as traders and others as foreign governments willing to swap resources (other than cash). Make it realistic (ie., you would not swap oranges from Canada; you might swap oil from Iran or Iraq.) See who gets the best deal. Does the country get a valuable import? Does the trader get "fair market value"? Compare the students ability to bargain for international trade.

ADDITIONAL RESOURCES: Global Success, pages 211-216, encyclopedias, world atlas

ACTIVITY: An Introduction To International Trade

PURPOSE: Understanding And Appreciating The Dynamics Of International Trade

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Stimulate discussion by asking students questions relative to international trade. How dependent are we (as a nation) upon other countries? What do we import in large quantities from places such as Brazil, China, and Japan? What are some other countries we depend on to furnish our everyday needs? Are their products less expensive than those produced in the United States? What is new in agriculture and textiles? How long does it take to build an exchange program with these countries? What happens to child labor laws and wages in the foreign factories? What is the free trade agreement? Encourage use of outside resources, such as International Trade and World Trade Centers.

ADDITIONAL RESOURCES: Classroom text, related resources from World Trade Center pamphlets, "The Wall Street Journal"

ACTIVITY: International Banking: An Introduction

PURPOSE: Understanding And Appreciating The Dynamics Of International Banking

SUITABLE SUBJECT AREAS: Economics, Business
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: As a follow-up to the activities under "Dynamics Of International Trade," introduce students to international banking concepts, procedures, and policies. This information is invaluable as one considers any aspect of international trade. Expose students to basic international banking concepts. Be sure to include documentation of finance, banking transactions, such as letters of credit, bank drafts, how to determine the economic factors of a specific country (China, Japan, etc.), risk factors, and how to obtain credit information. Students could discuss (no lectures) information in textbooks on the different countries' bank practices on the above mentioned topics. Write examples of these items according to a country of their choice. Each teacher should check papers based on their specific disciplines.

ADDITIONAL RESOURCES: Classroom text, encyclopedias, international division of local bank, current business magazines

ACTIVITY: An "Export" Glossary

PURPOSE: Understanding The Basic Terms Related To International Trade

SUITABLE SUBJECT AREAS: Economics, Business
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Understand the export process better by being able to use the key business terms needed when negotiating export business. Having your students exposed to these universal business terms will better prepare them for business transactions in the future.

ADDITIONAL RESOURCES: See glossary of terms included

Source: A Basic Guide to Exporting

EXPORT GLOSSARY

SOME COMMON TERMS USED IN INTERNATIONAL TRADE

ACCEPTANCE—This term has several related meanings:

1. A time draft (or bill of exchange) which the drawee (the Payer) has accepted and is unconditionally obligated to pay at maturity. The draft must be presented first for acceptance—the drawee becomes the "acceptor"—then for payment. The word "accepted" and the date and place of payment must be written on the face of the draft.
2. The drawee's act in receiving a draft and thus entering into the obligation to pay its value at maturity.
3. (Broadly speaking) Any agreement to purchase goods under specified terms.

AD VALOREM—"According to value." See **DUTY.**

ADVISORY CAPACITY—A term indicating that a shipper's agent or representative is not empowered to make definitive decisions or adjustments without approval of the group or individual represented. Compare **WITHOUT RESERVE.**

AFFREIGHTMENT (CONTRACT OF)—An agreement between a steamship line (or similar carrier) and an importer or exporter in which cargo space is reserved on a vessel for a specified time and at a specified price. The importer/exporter is obligated to make payment whether or not the shipment is made.

AFTER DATE—A phrase indicating that the date of maturity of a draft or other negotiable instrument is fixed by the date on which it was drawn. The date of maturity does not, therefore, depend on acceptance by the drawee. Compare **AFTER SIGHT, AT SIGHT.**

AFTER SIGHT—A phrase indicating that payment on a draft or other negotiable instrument is due a specified number of days after presentation of the draft to the drawee or payee. Compare **AFTER DATE, AT SIGHT.**

AGENT—See **FOREIGN SALES AGENT.**

AIR WAYBILL—A bill of lading which covers both domestic and international flights transporting goods to a specified destination. Technically, it is a non-negotiable instrument of air transport which serves as a receipt for the shipper, indicating that the carrier has accepted the goods listed therein and obligates itself to carry the consignment to the airport of destination according to specified conditions. Compare **INLAND BILL OF LADING, OCEAN BILL OF LADING, THROUGH BILL OF LADING.**

ALONGSIDE—A phrase referring to the side of a ship. Goods to be delivered "alongside" are to be placed on the dock or lighter within reach of the transport ship's tackle so that they can be loaded aboard the ship.

ANTIDIVERSION CLAUSE—See **DESTINATION CONTROL STATEMENT.**

ARBITRAGE—The process of buying foreign exchange, stocks, bonds, and other commodities in one market and immediately selling them in another market at higher prices.

ATA CARNET—See **CARNET.**

AT SIGHT—A phrase indicating that payment on a draft or other negotiable instrument is due upon presentation or demand. Compare **AFTER SIGHT, AFTER DATE.**

BARRATRY—Negligence or fraud on the part of a ship's officers or crew resulting in injury or loss to the ship's owners.

BARTER—Trade in which merchandise is exchanged directly for other merchandise without use of money. Barter is an important means of trade with countries using currency that is not readily convertible.

BILL OF EXCHANGE—See **DRAFT.**

BILL OF LADING—A document that establishes the terms of a contract between a shipper and a transportation company under which freight is to be moved between specified points for a specified charge. Usually prepared by the shipper on forms issued by the carrier, it serves as a document of title, a contract of carriage, and a receipt for goods. Also see **AIR WAYBILL, INLAND BILL OF LADING, OCEAN BILL OF LADING, THROUGH BILL OF LADING.**

BONDED WAREHOUSE—A warehouse authorized by customs authorities for storage of goods on which payment of duties is deferred until the goods are removed.

BOOKING—An arrangement with a steamship company for the acceptance and carriage of freight.

BRUSSELS TARIFF NOMENCLATURE (BTN)—See NOMENCLATURE OF THE CUSTOMS COOPERATION COUNCIL.

BUYING AGENT—See PURCHASING AGENT.

CARNET—A customs document permitting the holder to carry or send merchandise temporarily into certain foreign countries (for display, demonstration, or similar purposes) without paying duties or posting bonds.

CASH AGAINST DOCUMENTS (C.A.D.)—Payment for goods in which a commission house or other intermediary transfers title documents to the buyer upon payment in cash.

CASH IN ADVANCE (C.I.A.)—Payment for goods in which the price is paid in full before shipment is made. This method is usually used only for small purchases or when the goods are built to order.

CASH WITH ORDER (C.W.O.)—Payment for goods in which the buyer pays when ordering and in which the transaction is binding on both parties.

CATALOG EXHIBITIONS—

CERTIFICATE OF INSPECTION—A document certifying that merchandise (such as perishable goods) was in good condition immediately prior to its shipment.

CERTIFICATE OF MANUFACTURE—A statement (often notarized) in which a producer of goods certifies that the manufacturing has been completed and the goods are now at the disposal of the buyer.

CERTIFICATE OF ORIGIN—A document, required by certain foreign countries for tariff purposes, certifying as to the country of origin of specified goods

C & F—"Cost and Freight." A pricing term indicating that these costs are included in the quoted price.

CHAMBER OF COMMERCE—An association of businesspeople organized to promote local business interests.

CHARTER PARTY—A written contract, usually on a special form, between the owner of a vessel and a "charterer" who rents use of the vessel or a part of its freight space. The contract generally includes the freight rates and the ports involved in the transportation.

C & I—"Cost and Insurance." A pricing term indicating that these costs are included in the quoted price.

C.I.F.—"Cost, Insurance, Freight." A pricing term indicating that these costs are included in the quoted price.

C.I.F. & C.—"Cost, Insurance, Freight, and Commission." A pricing term indicating that these cost are included in the quoted price.

C.I.F. & E.—"Cost, Insurance, Freight, and (Currency) Exchange." A pricing term indicating that these costs are included in the quoted price.

CLEAN BILL OF LADING—A receipt for goods issued by a carrier with an indication that the goods were received in "apparent good order and condition," without damages or other irregularities. Compare **FOUL BILL OF LADING.**

CLEAN DRAFT—A draft to which no documents have been attached.

COLLECTION PAPERS—All documents (invoices, bills of lading, etc.) submitted to a buyer for the purpose of receiving payment for a shipment.

COMMERCIAL INVOICE—An itemized list of goods shipped, usually included among an exporter's **COLLECTION PAPERS.**

COMMISSION AGENT—See **PURCHASING AGENT.**

COMMON CARRIER—An individual, partnership, or corporation which transports persons or goods for compensation.

CONFIRMED LETTER OF CREDIT—A letter of credit, issued by a foreign bank, whose validity has been confirmed by an American bank. An exporter whose payment terms are a confirmed letter of credit is assured of payment even if the foreign buyer or the foreign bank defaults. See **LETTER OF CREDIT.**

CONSIGNMENT—Delivery of merchandise from an exporter (the consignor) to an agent (the consignee) under agreement that the agent sell the merchandise for the account of the exporter. The consignor retains title to the goods until the consignee has sold them. The consignee sells the goods for commission and remits the net proceeds to the consignor.

CONSULAR DECLARATION—A formal statement, made to the consul of a foreign country, describing goods to be shipped.

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CONSULAR INVOICE—A document, required by some foreign countries, describing a shipment of goods and showing information such as the consignor, consignee, and value of the shipment. Certified by a consular official of the foreign country, it is used by the country's customs officials to verify the value, quantity, and nature of the shipment.

COUNTERVAILING DUTY—An extra duty imposed by the Secretary of the Treasury to offset export grants, bounties, or subsidies paid to foreign suppliers in certain countries by the governments of those countries as an incentive to exports.

CREDIT RISK INSURANCE—Insurance designed to cover risks of nonpayment for delivered goods. Compare **MARINE INSURANCE.**

CUSTOMS—The authorities designated to collect duties levied by a country on imports and exports. The term also applies to the procedures involved in such collection.

CUSTOMHOUSE BROKER—An individual or firm licensed to enter and clear goods through Customs.

DATE DRAFT—A draft which matures a specified number of days after the date it is issued, without regard to the date of **ACCEPTANCE** (Definition 2). Compare **SIGHT DRAFT, TIME DRAFT.**

DEMURRAGE—Excess time taken for loading or unloading a vessel. Demurrage refers only to situations in which the charterer or shipper, rather than the vessel's operator, is at fault.

DESTINATION CONTROL STATEMENT—Any of various statements which the U.S. Government requires to be displayed on export shipments and which specify the destinations for which export of the shipment has been authorized.

DEVALUATION—The official lowering of the value of one country's currency in terms of one or more foreign currencies. Thus, if the U.S. dollar is devalued in relation to the French franc, one dollar will "buy" fewer francs than before.

DISC—Domestic International Sales Corporation.

DISPATCH—An amount paid by a vessel's operator to a charterer if loading or unloading is completed in less time than stipulated in the charter party.

DISTRIBUTOR—A foreign agent who sells directly for a supplier and maintains an inventory of the supplier's products.

DOCK RECEIPT—A receipt issued by an ocean carrier to acknowledge receipt of a shipment at the carrier's dock or warehouse facilities. Also see **WAREHOUSE RECEIPT.**

DOCUMENTS AGAINST ACCEPTANCE (D/A)—Instructions given by a shipper to a bank indicating that documents transferring title to goods should be delivered to the buyer (or drawee) only upon the buyer's acceptance of the attached draft.

DOCUMENTS AGAINST PAYMENT (D/P)—Instructions given by a shipper to bank indicating that documents transferring title to goods should be delivered to the buyer (or drawee) only upon the buyer's payment of the attached draft.

DRAFT (or BILL OF EXCHANGE)—An unconditional order in writing from one person (the drawer) to another (the drawee), directing the drawee to pay a specified amount to a named payee at a fixed or determinable future date.

DRAWBACK—A refund of duties paid on imported goods which is provided at the time of their reexportation.

DRAWEE—The individual or firm on whom a draft is drawn and who owes the indicated amount. Compare **DRAWER.** Also see **DRAFT.**

DRAWER—The individual or firm that issues or signs a draft and thus stands to receive payment of the indicated amount from the drawee. Compare **DRAWEE.** Also see **DRAFT.**

DUMPING—Importing merchandise into a country (e.g., the United States) at low prices that are detrimental to local producers of the same kind of merchandise.

DUTY—A tax imposed on imports by the customs authority of a country. Duties are generally based on the value of the goods (ad valorem duties), some other factor such as weight or quantity (specific duties), or a combination of value and other factors (compound duties).

EMC—See EXPORT MANAGEMENT COMPANY.

EURODOLLARS—U.S. dollars placed on deposit in banks outside the United States (primarily in Europe).

EX—"FROM." When used in pricing terms such as "Ex Factory" or "Ex Dock," it signifies that the price quoted applies only at the point of origin (in the two examples, at the seller's factory or a dock at the import point). In practice, this kind of quotation indicates that the seller agrees to place the goods at the disposal of the buyer at the specified place within a fixed period of time.

EXCHANGE RATE—The price of one currency in terms of another, i.e., the number of units of one currency that may be exchanged for one unit of another currency.

EXPORT—To send or transport goods out of a country for sale in another country. In international sales, the exporter is usually the seller or the seller's agent. Compare **IMPORT.**

EXPORT BROKER—An individual or firm that brings together buyers and sellers for a fee but does not take part in actual sales transactions.

EXPORT DEVELOPMENT OFFICE—

EXPORT LICENSE—A government document which permits the "Licensee" to engage in the export of designated goods to certain destinations.

EXPORT MANAGEMENT COMPANY—A private firm that serves as the export department for several manufacturers, soliciting and transacting export business on behalf of its clients in return for a commission, salary, or retainer plus commission.

EXPORT MERCHANT—A company that buys products directly from manufacturers, then packages and marks the merchandise for resale under its own name.

EXPORT TRADING COMPANY—A firm that purchases foreign goods for resale in its own local market.

FACTORING HOUSES—

F.A.S.—"Free Alongside." A pricing term indicating that the quoted price includes the cost of delivering the goods alongside a designated vessel.

FCIA—Foreign Credit Insurance Association.

F.I.—"Free In." A pricing term indicating that the charterer of a vessel is responsible for the cost of loading goods onto the vessel.

F.I.O.—"Free In and Out." A pricing term indicating that the charterer of a vessel is responsible for the cost of loading and unloading goods from the vessel.

F.O.—"Free Out." A pricing term indicating that the charterer of a vessel is responsible for the cost of loading goods from the vessel.

F.O.B.—"Free On Board." A pricing term indicating that the quoted price includes the cost of loading the goods into transport vessels at the specified place.

FORCE MAJEURE—The title of a standard clause in marine contracts exempting the parties for nonfulfillment of their obligations as a result of conditions beyond their control, such as earthquakes, floods, or war.

FOREIGN EXCHANGE—The currency or credit instruments of a foreign country. Also, transactions involving purchase and/or sale of currencies.

FOREIGN FREIGHT FORWARDER—See **FREIGHT FORWARDER.**

FOREIGN SALES AGENT—An individual or firm that serves as the foreign representative of a domestic supplier and seeks sales abroad for the supplier.

FREE PORT—An area such as a port city into which merchandise may legally be moved without payment of duties.

FREE TRADE ZONE—A port designated by the government of a country for duty-free entry of any non-prohibited goods. Merchandise may be stored, displayed, used for manufacturing, etc., within the zone and reexported without duties being paid. Duties are imposed on the merchandise (or items manufactured from the merchandise) only when the goods pass from the zone into an area of the country subject to the Customs Authority.

FOREIGN TRADE ZONE—See **FREE TRADE ZONE.**

FREIGHT FORWARDER—An independent business which handles export shipments for compensation. Your freight forwarder is among the best sources of information and assistance on U.S. export regulations and documentation, shipping methods, and foreign import regulations.

FOUL BILL OF LADING—A receipt for goods issued by a carrier with an indication that the goods were damaged when received. Compare **CLEAN BILL OF LADING.**

F.P.A.—"Free of Particular Average." The title of a clause used in marine insurance, indicating that partial loss or damage to a foreign shipment is not covered. (Note: Loss resulting from certain conditions, such as the sinking or burning of the ship, may be specifically exempted from the effect of the clause.) Compare **W.P.A.**

GATT—"General Agreement on Tariffs and Trade." A multilateral treaty whose purpose is to help reduce trade barriers between the signatory countries and to promote trade through tariff concessions.

GENERAL EXPORT LICENSE—Any of various export licenses covering export commodities for which **VALIDATED EXPORT LICENSES** are not required. No formal application or written authorization is needed to ship exports under a general Export License.

GROSS WEIGHT—The full weight of a shipment, including goods and packaging. Compare **TARE WEIGHT.**

IMPORT—To bring foreign goods into a country. In international sales, the importer is usually the buyer or an intermediary who accepts and transmits goods to the buyer. Compare **EXPORT**.

IMPORT LICENSE—A document required and issued by some national governments authorizing the importation of goods into their individual countries.

INHERENT VICE—An insurance term referring to any defect or other characteristic of a product which could result in damage to the product without external cause (for example, instability in a chemical that could cause it to explode spontaneously). Insurance policies may specifically exclude losses caused by inherent vice.

INLAND BILL OF LADING—A bill of lading used in transporting goods overland to the exporter's international carrier. Although a through bill of lading can sometimes be used, it is usually necessary to prepare both an inland bill of lading and an ocean bill of lading for export shipments. Compare **AIR WAYBILL, OCEAN BILL OF LADING, THROUGH BILL OF LADING.**

INTERNATIONAL FREIGHT FORWARDER—See **FREIGHT FORWARDER**

IOGA (INDUSTRY-ORGANIZED, GOVERNMENT-SPONSORED) TRADE MISSION—

IRREVOCABLE LETTER OF CREDIT—A letter of credit in which the specified payment is guaranteed by the bank if all terms and conditions are met by the drawee. Compare **REVOCABLE LETTER OF CREDIT.**

JOINT VENTURE—A business undertaking in which more than one firm share ownership and control.

LETTER OF CREDIT (L/C)—A document, issued by a bank per instructions by a buyer of goods, authorizing the seller to draw a specified sum of money under specified terms, usually the receipt by the bank of certain documents within a given time.

LICENSING—A business arrangement in which the manufacturer of a product (or a firm with proprietary rights over certain technology, trademarks, etc.) grants permission to some other group or individual to manufacture that product (or make use of that proprietary material) in return for specified royalties or other payment.

LIGHTER—An open or covered barge towed by a tugboat and used mainly in harbors and inland waterways.

MARINE INSURANCE—Broadly, insurance covering loss or damage of goods at sea. Marine insurance will typically compensate the owner of merchandise for losses sustained from fire, shipwreck, piracy, and various other causes, but excludes losses which can be legally recovered from the carrier. Compare **CREDIT RISK INSURANCE.**

MARKING (or MARKS)—Letters, numbers, and other symbols placed on cargo packages to facilitate identification.

NOMENCLATURE OF THE CUSTOMS COOPERATION COUNCIL—The customs tariff used by many countries worldwide, including most European nations but not the United States. It is also known as the Brussels Tariff Nomenclature. Compare **STANDARD INDUSTRIAL CLASSIFICATION, STANDARD INTERNATIONAL TRADE CLASSIFICATION.**

OCEAN BILL OF LADING—A bill of lading (B/L) indicating that the exporter consigns a shipment to an international carrier for transportation to a specified foreign market. Unlike an inland B/L, the ocean B/L also serves as a collection document. If it is a "Straight B/L," the foreign buyer can obtain the shipment from the carrier by simply showing proof of identity. If a "Negotiable B/L" is used, the buyer must first pay for the goods, post a bond, or meet other conditions agreeable to the seller. Compare **AIR WAYBILL, INLAND BILL OF LADING, THROUGH BILL OF LADING.**

OPEN ACCOUNT—A trade arrangement in which goods are shipped to a foreign buyer without guarantee of payment. The obvious risk this method poses to the supplier makes it essential that the buyer's integrity be unquestionable.

OPEN INSURANCE POLICY—A marine insurance policy that applies to all shipments made by an exporter over a period of time rather than to one shipment only.

OPIC—Overseas Private Investment Corporation.

PACKING LIST—A list showing the number and kinds of items being shipped, as well as other information needed for transportation purposes.

PARCEL POST RECEIPT—The postal authorities' signed acknowledgement of delivery to them of a shipment made by parcel post.

PHYTOSANITARY INSPECTION CERTIFICATE—A certificate, issued by the U.S. Department of Agriculture to satisfy import regulations of foreign countries, indicating that a U.S. shipment has been inspected and is free from harmful pests and plant diseases.

PRO FORMA INVOICE—An invoice provided by a supplier prior to the shipment of merchandise, informing the buyer of the kinds and quantities of goods to be sent, their value, and important specifications (weight, size, etc.).

PURCHASING AGENT—An agent who purchases goods in his/her own country on behalf of foreign importers such as government agencies and large private concerns.

QUOTA—The quantity of goods of a specific kind that a country will permit to be imported without restriction or imposition of additional duties.

QUOTATION—An offer to sell goods at a stated price and under specified conditions.

REPRESENTATIVE—See **FOREIGN SALES AGENT.**

REVOCABLE LETTER OF CREDIT—A letter of credit which can be cancelled or altered by the drawee (buyer) after it has been issued by the drawee's bank. Compare **IRREVOCABLE LETTER OF CREDIT.**

S.A. (SOCIETE ANONYME)—French expression meaning a corporation.

SEMINAR MISSION—

SHIPPER'S EXPORT DECLARATION—A form required for all shipments by the U.S. Treasury Department and prepared by a shipper, indicating the value, weight, destination, and other basic information about an export shipment.

SHIP'S MANIFEST—An instrument in writing, signed by the captain of a ship, that lists the individual shipments constituting the ship's cargo.

SIC—See **STANDARD INDUSTRIAL CLASSIFICATION.**

SIGHT DRAFT—A draft which is payable upon presentation to the drawee. Compare **DATE DRAFT, TIME DRAFT.**

SITC—See **STANDARD INTERNATIONAL TRADE CLASSIFICATION.**

SPOT EXCHANGE—The purpose or sale of foreign exchange for immediate delivery.

STANDARD INDUSTRIAL CLASSIFICATION (SIC)—A standard numerical code system used by the U.S. Government to classify products and services. Compare **NOMENCLATURE OF THE CUSTOMS COOPERATION COUNCIL, STANDARD INTERNATIONAL TRADE CLASSIFICATION.**

STANDARD INTERNATIONAL TRADE CLASSIFICATION (SITC)—A standard numerical code system developed by the United Nations to classify commodities used in international trade. Compare **NOMENCLATURE OF THE CUSTOMS COOPERATION COUNCIL, STANDARD INDUSTRIAL CLASSIFICATION.**

STATE-CONTROLLED TRADING COMPANY—In a country with a state trading monopoly, a trading entity empowered by the country's government to conduct export business.

STEAMSHIP CONFERENCE—A group of steamship operators that operate under mutually agreed upon freight rates.

TARE WEIGHT—The weight of a container and/or packing materials without the weight of the goods it contains. Compare **GROSS WEIGHT.**

THROUGH BILL OF LADING—A single bill of lading covering both the domestic and international carriage of an export shipment. An air waybill, for instance, is essentially a through bill of lading used for air shipments. Ocean shipments, on the other hand, usually require two separate documents—an inland bill of lading for domestic carriage and an ocean bill of lading for international carriage. Through bills of lading, therefore, cannot be used. Compare **AIR WAYBILL, INLAND BILL OF LADING, OCEAN BILL OF LADING.**

TIME DRAFT—A draft which matures either a certain number of days after acceptance or a certain number of days after the date of the draft. Compare **DATE DRAFT, SIGHT DRAFT.**

TRADE MISSION—

TRAMP STEAMER—A ship not operating on regular routes or schedules.

TRUST RECEIPT—Release of merchandise by a bank to a buyer in which the bank retains title to the merchandise. The buyer, who obtains the goods for manufacturing or sales purposes, is obligated to maintain the goods (or the proceeds from their sale) distinct from the remainder of his/her assets and to hold them ready for repossession by the bank.

VALIDATED EXPORT LICENSE—A document issued by the U.S. Government authorizing the export of commodities for which written export authorization is required by law. Compare **GENERAL EXPORT LICENSE.**

W.A.—"With Average." A marine insurance term meaning that a shipment is protected from partial damage whenever the damage exceeds 3 percent (or some other percentage).

WAREHOUSE RECEIPT—A receipt issued by a warehouse listing goods received for storage.

WEBB-POMERENE ASSOCIATION—

WHARFAGE—A charge assessed by a pier or dock owner for handling incoming or outgoing cargo.

WITHOUT RESERVE—A term indicating that a shipper's agent or representative is empowered to make definitive decisions and adjustments abroad without approval of the group or individual represented. Compare **ADVISORY CAPACITY.**

ACTIVITY: Marketing: A Very "Global" Concept

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics, Foreign Languages
APPROPRIATE GRADE LEVELS 11th and 12th

DESCRIPTION OF ACTIVITY: Have your students design and market a product to be sold overseas. What do you need to know about the country and its culture before you make the product? (Example: You can't market a car for England with steering on the left side.) If the country is a non-English speaking country, this product's labels have to be designed in the native language. This involves changing the package and possibly redesigning the box/label. As a prerequisite, divide students into small groups and have them interview someone in the exporting business.

ADDITIONAL RESOURCES: Futuristic Studies, encyclopedia, foreign embassies, World Trade Center, U.S. Department of Commerce, Tennessee Department of Economic and Community Development, export office, related resource materials.

ACTIVITY: Using Graphs (Line, Bar, And Circles) To Visualize Information On Trends, Changes, And Percentages In Exports Or Imports Of Products To Or From A Specific Country

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics, World Geography
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: As a follow-up activity on importing and exporting, have students research a number of basic products the United States has either exported or imported (This list should already be available from previous import activities). Identify specific products; note the initial years that they were exported and the total dollars earned. Show how these have grown/declined. Next, have students place the results on graphs. Be prepared to make oral reports to classmates and to expound on factors directly related to the decline or increase of the products/services.

Suggestions: Cars, oil, farm products.

ADDITIONAL RESOURCES: Classroom text, current news magazines, and newspapers

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ACTIVITY: Occupations: Import/Export Process

PURPOSE: Understanding the Import/Export Process

SUITABLE SUBJECT AREAS: Economics, Sociology
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Have students make a list of occupations that are directly involved or partially involved in the import/export process. Discuss with the students how varied this list is and the possibility that they will be involved with global economics no matter what their career choice is. Have students review the export flowchart included in this resource guide prior to this assignment.

ADDITIONAL RESOURCES: Tennessee Department of Economic and Community Development, export office, encyclopedias, export/import resource materials

STEP #1: PLANNING TO EXPORT

Initiating Marketing Research

1. Explore possible foreign markets
2. Learn about competition
3. Locate possible government resources

Selecting a Specific Market

1. Learn about U.S. and foreign government regulations
2. Learn about the specific political climate
3. Learn about socio-economic factors
4. Find out about foreign countries' market infrastructure
5. Explore all possible distribution channels
6. Learn about the market size and competition

Finding Your Customer

1. Using direct sales (selling directly to the customer)
2. Using indirect sales
    a. Selling through a U.S. based intermediary or trading company
    b. Using a foreign agent
3. Establishing wholly-owned or joint-venture in foreign market [local production]

STEP #2: LOCATING YOUR CUSTOMER

Locating a U.S. Based Export Service Company

Resources

1. Partners in export trade
2. Directory of leading export management company

OR

Locating A Foreign-Based Agent and Distributor

Resources

1. Trade Associations
2. World Trade Association
3. Foreign Chambers of Commerce in the U.S.
4. American Chambers of Commerce located abroad
5. U.S. and Foreign Commercial Services (US&FCS)
6. State offices overseas
7. Foreign government trade offices in U.S.

OR

Locating Customers Directly

Resources

1. World Trade Centers Network
2. Commercial News USA
3. Trade Opportunities Programs (TOPS)
4. Trade shows
5. International top company series

OR

Other

1. Trade Missions
2. Reverse Trade Missions-foreign business executives come to USA
3. U.S. Department of Commerce and Small Business Administration matchmaker programs

STEP #3: PRICING

Pricing Depends Largely Upon:
1. Type of product
2. Foreign modifications needed
3. Packaging changes
4. Service provided
5. Promotion (for direct sales only)
6. Competition (both foreign and domestic)
7. Transportation costs
8. Foreign import duties/taxes

Financing Issues

Payment Types:
1. Advance account - foreign customer pays ahead of services
2. Open account - payment after product delivered
3. Consignment - payment when resold
4. Documentary collection- transaction completed through an exchange of documents and title transfers
5. Letters of Credit - letter used by a bank in which payment conditionally guaranteed by the bank

Financial Assistance
1. U.S. Government (Eximbank, Small Business Administration, U.S. Department of Agriculture)
2. Private Export Funding Corporation (PEFCO)
3. State Government
4. World Bank
5. Export credit insurance

STEP #4: PRODUCT TO MARKET

Transportation
- 1. Air express (small items)
- 2. Land
- 3. Ocean
- 4. Integrated carriers

Documentation
- 1. Government control
- 2. Transportation
- 3. Banking
- 4. Commercial

Special Packaging

Rules and Regulations

Export License
- 1. General license (on non-regulated goods)
- 2. Individual Validated License (IVL) - commodity is controlled for foreign policy, national security or economic reasons.

Destination Control Statement

Foreign Government Regulations - including non-tariff barrier

Special Tax Considerations

Sources

The World Is Your Market: An Export Guide for Small Business, Ed. by William A. Delphos, Braddock Communications 1990

A Basic Guide to Exporting, United States Department of Commerce, International Trade Administration [illegible]

ACTIVITY: Developing The Perfect Society

PURPOSE: Understanding One's Culture

SUITABLE SUBJECT AREAS: Sociology
APPROPRIATE GRADE LEVEL: 11th and 12th

DESCRIPTION OF ACTIVITY: Have students design a "space station" where people from multiple cultures live and work together. Be sure to stock their living quarters with food, clothing, working conditions, entertainment and personal living space that can cross cultural (and sometimes gender) lines. Discuss important interpersonal traits that the inhabitants need to have to make this "space station" work. (Student research required)

P.S. This is an artificial "space station." It does not have to be in space. It just has to force different types of people to appreciate living and working together in harmony.

ADDITIONAL RESOURCES: Sociology textbook, supplementary readings on world culture

ACTIVITY: Learning About Cultural Differences

PURPOSE: Understanding World Culture

SUITABLE SUBJECT AREAS: Sociology
APPROPRIATE GRADE LEVEL: 11th and 12th

DESCRIPTION OF ACTIVITY: Design a computer program that introduces foreign students (from any particular country) to differences in American culture (Encourage student research for this activity). This program can also be written to teach English to foreign students by adding a vocabulary section. (This is especially effective for computers with voice capabilities.)

ADDITIONAL RESOURCES: Microcomputer with voice capability: Apple Macintosh, Series 2 or IBM compatible with a voice card, encyclopedias, current sociology text, supplementary reading on world culture

ACTIVITY: Personality Traits: A Self Inventory

PURPOSE: Major Cultural Values Of Today

SUITABLE SUBJECT AREAS: Sociology, Career Counseling
APPROPRIATE GRADE LEVEL: 11th and 12th Grade

DESCRIPTION OF ACTIVITY: Have each student do a self-inventory of personality traits (those traits that each student feels he/she is best and worst at). Then match positive personality traits with both occupations and specific countries. Some positive personality traits will be more effective in certain coutries.

ADDITIONAL RESOURCES: Encyclopedias, current sociology texts, related resources

ACTIVITY: The World's Economy Has Become Global

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: While we may not as yet be trading with the moon, we are fast becoming a part of a global economy. Americans buy jeans from Taiwan, sweaters from New Zealand, and shirts from the People's Republic of China. Have students research and write a report on "How the global economy affects our everyday lives."

Source: Pagent of World History by Leinwand, 8th Edition, Prentice Hall, Inc., 1991.

ADDITIONAL RESOURCES: Current social studies textbooks, world atlas, encyclopedias

ACTIVITY: When Money Leaves The Country

PURPOSE: Understanding International Banking And The Role It Plays In World Economics

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Invite an international banking official to visit your class. Have him/her discuss the effects today's current events have on the international banking community. Encourage your speaker to discuss what special training and/or knowledge international banking employees need (compared to regular banking officials) and how to obtain that knowledge.

ADDITIONAL RESOURCES: Occupational Outlook Handbook, interviews with banking professionals

ACTIVITY: What Does It Take To Sell My Product?

PURPOSE: To Develop An Understanding And Appreciation For The Import/Export Process As Well As Cultural Differences And Foreign Trade

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Simulation: Each student owns a manufacturing firm in Tennessee. You have given him/her $5,000 and a seven day round-trip airline ticket overseas. Each student must go overseas, eat, sleep, entertain, negotiate (if appropriate in the country he is traveling to), do all the paperwork, and sell his product. They must document each step and the costs. The student who returns successful (i.e., he sold his product) with the most money wins!!

ADDITIONAL RESOURCES: Export To Win (software package); U.S. Departments of State, Commerce; Tennessee Department of Economic and Community Development

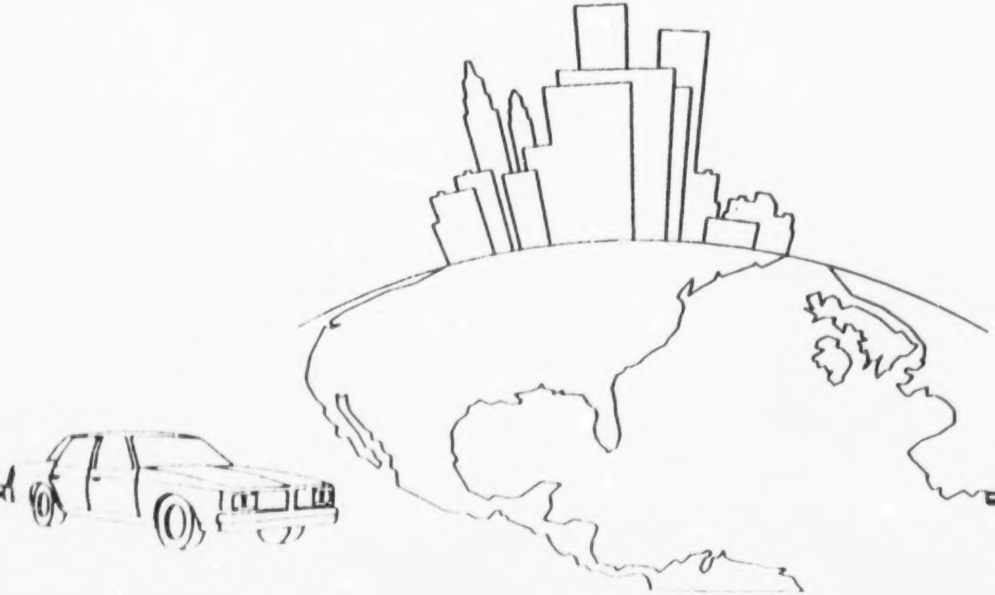
ACTIVITY: Keeping Your Foot Out Of Your Mouth

PURPOSE: Understanding Cultural Differences In A Business Setting

SUITABLE SUBJECT AREAS: Economics, Sociology, Business Education
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: When conducting a business deal in a foreign country saying the appropriate statement can close the deal. However, saying just one inappropriate statement can "kill" a perfectly good business deal. Role-play using the examples on the following pages. Have one person as a foreigner and the other as an American businessperson. Show how to "kill" a business deal using the examples on the following pages.*

*Compliments of the World Trade Center, Chattanooga



ISSUES TO CONSIDER WHEN DEALING WITH THE FOLLOWING COUNTRIES

COUNTRY	BUSINESS PRACTICES	DON'T	LANGUAGE
Australia	• Directness • Pragmatism • Candor • Efficiency	• Bargain/haggle • Waste time • Be condescending • Compare Australia to the United States	English
Canada	• "European" tradition • Recognize Canada as a major trading partner	• Haggle over price • Compare the U.S. and Canada • Miss a deadline	English/ French (in Quebec)
France	• Bureaucratic • Formality/protocol • Love for debate	• Use "hard sell" tactics • Discuss politics or money • Inquire about personal information	French
West Germany	• Utilize contacts • Formality • Punctuality/exactness • Address correspondence to a firm, not an individual	• Discuss WWII • Refer to West Germany as just Germany (this may change soon) • Ask personal questions	German
Hong Kong	• Courtesy • High regard for age/ education • Trustworthiness/honor	• Tease a Chinese person • Discuss politics • Use blue and white in packaging • Swear/show anger	Cantonese /Chinese
Italy	• Fun loving; yet efficient • Argue forcefully • Use visiting cards • Humor	• Discuss taxes/Pope/sports • Send chrysanthemums • Ask personal questions • Rush conversations	Italian

Source: Chattanooga World Trade Center

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COUNTRY	BUSINESS PRACTICES	DON'T	LANGUAGE
Japan	• Discipline • Group work ethic • Use formal introductions; bilingual business cards; and visual aids	• Speak loudly • Laugh excessively (This signifies discomfort) • Negative statements/ questions • Single out individuals	Japanese/ English
South Korea	• Directness (there's no such thing as being too personal) • Shrewd bargaining • Protracted negotiations	• Talk politics • Show excessive pride • Use red ink	Korean/ English
Mexico	• Cosmopolitan • Personable approach • Discuss family • Leave room for bargaining	• Compare the U.S. and Mexico • Talk about the Hoover Dam • Rush negotiations	Spanish
Singapore	• Importance of business cards • Westernization • Punctuality	• Send gifts • Discuss religion • Tell jokes	English/ Mandarin/ Malay/ Tamil
Taiwan	• Mutual obligation before written contract • Polite greetings • Highly competitive	• Criticize directly • Go straight to the point • Discuss divorce or China	Mandarin Chinese/ Taiwanese
United Kingdom	• "Old boy network" • Formalities • Government & union pressures play substantial role	• Discuss politics/ religion/Ireland • Bargain	English

Source: Chattanooga World Trade Center

ACTIVITY: Exporting To Win

PURPOSE: Understanding The Process For Exporting Goods Utilizing Computer Software (Export To Win)

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Divide the class into groups. Have each group design a product it would like to manufacture. Then have each group go through the steps on the computer to export their product to a foreign country. Make each group document each step done on the **Export To Win** software in a notebook. The notebooks will be graded.

ADDITIONAL RESOURCES: Hardware: IBM PC/XT/AT, PS/2 and compatible computers, 640k RAM, 2 disk drives (and/or a hard disk is preferred), color graphics card, DOS 2.0 or higher

Software: **Export To Win**, SMG Products Group, 3624 Market Street, Philadelphia, PA, 19104, 1-800-445-7089

ACTIVITY: Doing It Together: Joint Ventures As An Exporting Avenue

PURPOSE: Understanding How Joint Ventures May Be The Only Means Of Gaining Market Access In Some Countries

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Encourage your students to learn about the process of becoming involved in joint ventures in foreign countries. Have them to explain how this method may gain market access into countries with tariff barriers and import restrictions. Give the students the opportunity to show how this will help the American economy. Discuss how knowledge of foreign language, culture, and customs will help close these business deals.

ADDITIONAL RESOURCES: From: Business Horizons, March/April 1989, pp 65-71, "International Joint Ventures with Pacific Rim Partners," by D. Robert Webster

Review: Export To Win microcomputer software. This introduces many of the steps of a joint venture.

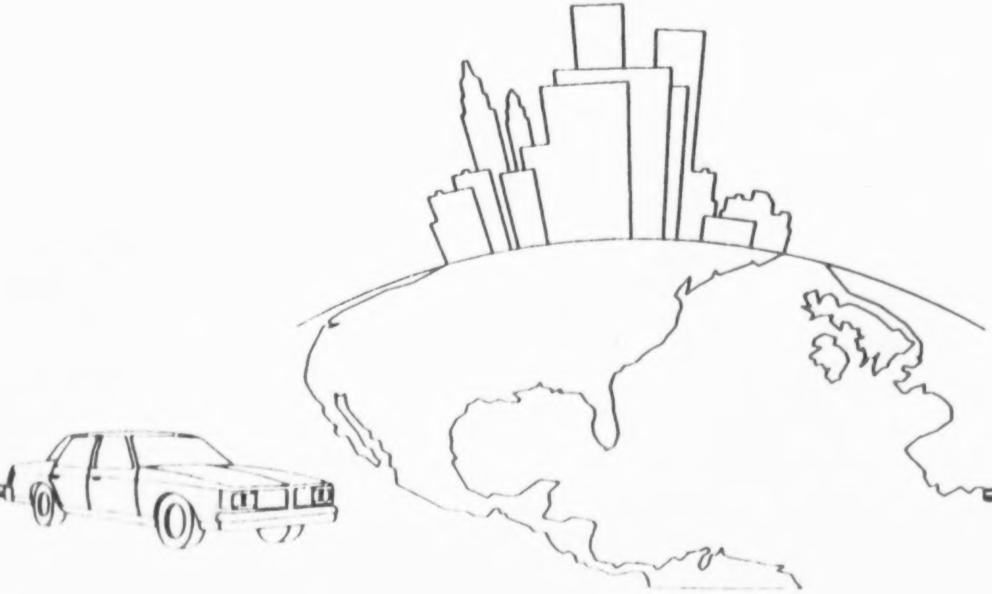
ACTIVITY: The Effect Of The World Bank On The International Business Community

PURPOSE: Understanding The Role Of The World Bank In the International Banking Community

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Have students research the World Bank system. How does this banking system effect international economics and positions Americans can hold at the World Bank? What special training experience is needed to become an employee at the World Bank?

ADDITIONAL RESOURCES: Encyclopedia, current financial magazines, interviews with banking professionals



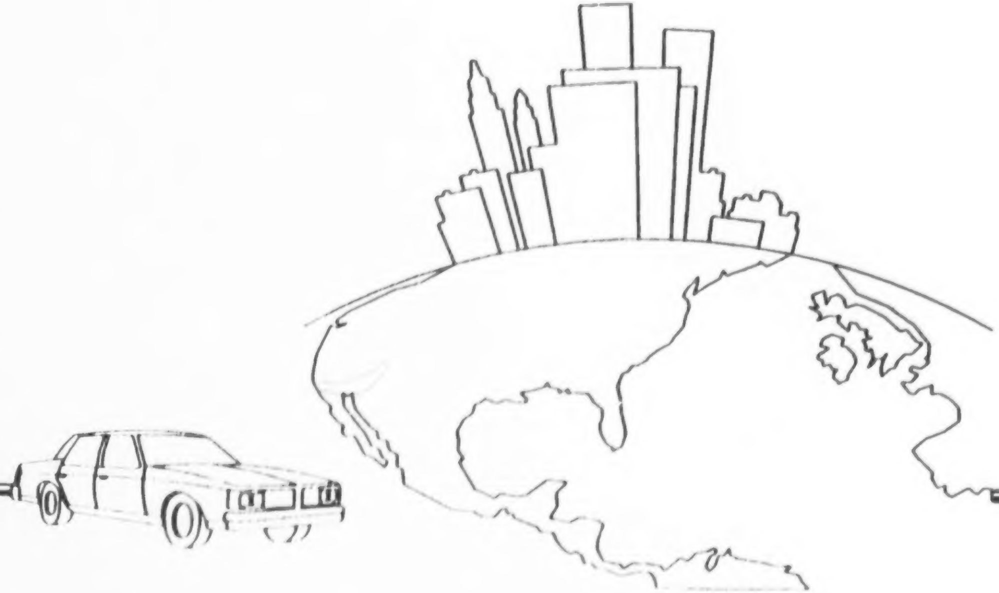
ACTIVITY: Comparision: How Are Brussels, Belgium and Washington, D.C., Alike?

PURPOSE: Understanding The Formation Of The European Economic Community

SUITABLE SUBJECT AREAS: World History, Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: The de facto administrative capital of Europe (and the European Economic Community) is Brussels. Why is Brussels the capital? What special characteristics does this city have over London, Paris, Rome, or Bonn to be chosen as the capital of a United Europe?

ADDITIONAL RESOURCES: Journal articles, news magazines



ACTIVITY: Unifying The Tax Structure In Europe

PURPOSE: To Develop Knowledge And Understanding Of The VAT (Value Added Tax) System

SUITABLE SUBJECT AREAS: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Have students research the Value Added Tax (VAT) and respond to the following questions:

(1) What is a value added tax (VAT)?
(2) How does it work?
(3) How will it equalize taxes throughout Europe?
(4) Do any states or municipalities in the U.S. have VAT's? Be prepared to explain how this tax works to the rest of the class.
(5) Is this a tax that will be more readily adopted in the future?
(6) Discuss the pros and cons of this tax.

ADDITIONAL RESOURCES: Economics text, Wall Street Journal, journals and periodicals

ACTIVITY: Using The USA To Help Europeans Build A United Europe

PURPOSE: Understanding A United Europe Concept

SUITABLE SUBJECT AREAS: Economics, World History, Sociology
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Student Activity: As an American you are a living expert on federalism - unified states living together with a federal capital to unify them. As an expert, you have been hired to help unify Europe into a United Europe (the basis for the European Economic Community). Help the Europeans with standardized currency, economy, language, customs, culture, dress, mores, standards, etc. Use the United States of America as a reference, but understand the unique problems that European countries bring into this relationship. Report these findings to the chief administrator of United Europe - your teacher.

ADDITIONAL RESOURCES: World history textbooks, journals, news magazines, international economics articles

ACTIVITY: The U.S. Constitution...Protection Of Free Enterprise?

PURPOSE: Understanding The U.S. Constitution As It Relates To Free Enterprise In The 1990s

SUITABLE SUBJECT AREAS: History, Economics
APPROPRIATE GRADE LEVELS: 11th thru 12th

DESCRIPTION OF ACTIVITY: Have students respond to the following questions: 1) Why was there need for the writing of a constitution? 2) Does it affect today's free enterprise? If so, how? 3) Is there an equivalent to this kind of protection in Japan, China, other countries of interest; if so, what? Explain. 4) Could an American living in one of these countries have the same protection or liberties?

ADDITIONAL RESOURCES: Economics text, related books on the U.S. constitution, history text, related journals

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ACTIVITY: What We Need To Know Even If We Never Leave Tennessee

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Sociology, Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Discuss the importance of foreign language and foreign culture training with students who are not interested in ever leaving Tennessee. Have your students discuss the number of imports that arrive in this country/state every day from foreign countries. Include in this discussion the large numbers of foreigners that have invested in Tennessee and are hiring people (as part of the Tennessee economy). Discuss how important it would be for a Tennessean to understand the culture of his/her boss--if this culture is different from his or hers. Explain the great possibility of this happening. (Use current statistics from these sources below).

ADDITIONAL RESOURCES: Department of Economic and Community Development, U.S. Department of Commerce

ACTIVITY: Foreign Companies On American Soil

PURPOSE: Understanding Similarities And Differences In Foreign Held Companies

SUITABLE SUBJECT AREAS: Sociology, Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Interview a businessperson who used to work for an American business and now works for a foreign-owned business producing the same or similar product (example: someone who used to work for General Motors who now works at Nissan). Have the person compare and contrast the work philosophies in the different companies.

ADDITIONAL RESOURCES: Textbooks, trade journals, business magazines and journals, resource people in the field

ACTIVITY: Exporting: Big Business For American Firms

PURPOSE: Understanding The Effect Of Exports On The Local Economy

SUITABLE SUBJECT AREA: Economics
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: Review the section of the "Careers Going Global" video where Leigh Wieland talks about Tennessee exports. How many billions of dollars in merchandise were exported from Tennessee two years ago? How does the future look in Tennessee? Have students read more about Tennessee exporting. How does Tennessee's exporting compare/ contrast to other southern states of similar population and/or size?

ADDITIONAL RESOURCES: Business journals; World Trade Center, Chattanooga; International World Trade Center, Memphis State University

ACTIVITY: The Imported Car: An Excellent Example

PURPOSE: Understanding The World Economy

SUITABLE SUBJECT AREAS: Economics, Business Education
APPROPRIATE GRADE LEVELS: 11th and 12th

DESCRIPTION OF ACTIVITY: According to recent reports, there still continues to be a rise in the number of foreign motor vehicles purchased in this country and a decline in the purchase of U.S. motor vehicles. Nissan, Honda, and Madza cars are on our streets in abundance. Have students discuss possible reasons for these statistics. What percentage of foreign cars are shipped fully assembled from other countries? Which are assembled in this country? Are these car sales an advantage or disadvantage to the American economy? What American laws apply to the number of imports allowed in this country per year?

ADDITIONAL RESOURCES: Business and consumer journals, text, encyclopedias

ACTIVITIES DESIGNED FOR ALL GRADE LEVELS

ACTIVITY: "Oh Say Can You See", Etc.!

PURPOSE: Understanding How Music Can Lead To A Better Appreciation Of Other Countries

SUITABLE SUBJECT AREAS: Music, World History, Social Studies
APPROPRIATE GRADE LEVELS: 6th thru 10th

DESCRIPTION OF ACTIVITY: Each country has a national anthem. Have each student choose a foreign national anthem. Bring in the words to the song (translated into English). Find out who wrote the song and if there is an interesting story that goes with the writing of that anthem (remember the story of Francis Scott Key and "The Star Spangled Banner"). Have the students discuss how knowing these facts has made them more aware of the history and patroitism of the other country they chose.

ADDITIONAL RESOUCES: Encyclopedias, songbooks

ACTIVITY: Determining Career Competencies

PURPOSE: Understanding And Appreciating The Education And Skills Necessary To Gain Entry Into The Job Market

SUITABLE SUBJECT AREAS: Language Arts Teachers, Career Counselors
APPROPRIATE GRADE LEVELS: 7th thru 9th

DESCRIPTION OF ACTIVITY: Have each student prepare a list of competencies for a selected career and ask your career counselor to assist in outlining what courses are necessary to pursue in high school in order to prepare this student for his/her chosen career. Discuss and exchange ideas in class or with your counselor. Which choices might involve an awareness of international business? Which careers might be enhanced with an understanding of another foreign language?

ADDITIONAL RESOURCES: School counselor, Tennessee Career Guide: The Sky's The Limit, library, Project INFOE, resource people in the field.

ACTIVITY: Want The Right Career? Ask The Right Questions

PURPOSE: Exploring Career Interests And Possibilities Through Appropriate Questions

SUITABLE SUBJECT AREAS: Career Counseling, Language Arts, Social Studies
APPROPRIATE GRADE LEVELS: 7th thru 10th

DESCRIPTION OF ACTIVITY: Using Tennessee's computerized Project INFOE, The Tennessee Career Guide: The Sky's The Limit and other career decision making tools, have students identify several careers (or career clusters) that might interest them. Using the three types of questions below, have students review these occupations for possible career options and report their findings. (1) Fact Questions (for specific details), (2) Concept Questions (building relationships between ideas and pulling together generalizations), (3) Values (linking facts and concepts to the choices and decisions students will have to make).

ADDITIONAL RESOURCES: English text, Tennessee Career Guide: The Sky's The Limit, Project INFOE, related texts.

ACTIVITY: A Lesson In Importing

PURPOSE: Understand And Appreciate The Concepts of Importing As They Relate To United States And International Trade

SUITABLE SUBJECT AREAS: Social Studies, Economics
APPROPRIATE GRADE LEVELS: 5th thru 11th

DESCRIPTION OF ACTIVITY: Have students review activities and information relative to importing and exporting introduced earlier in this resource guide. Set up a role playing activity whereby students are to become managers of a large import firm whose home office is based in New York. Students are to purchase clothing from various countries for their stores (e.g., Paris - gowns by Gucci; Italy - leather shoes by Garolini.) What do they need to do first? What type of people should they hire to assist them? Are merchandise buyers and fashion designers important? How does one decide what countries to explore for possible purchases? Is it important to hire someone with ability in exporting and importing? Would you use the World Trade Center? Once it is decided who should be hired, invite a local manager or clothing retailer to discuss the types of occupations associated with this type of business.

ADDITIONAL RESOURCES: Global Success, export charts (included in this resource guide), current literature on exporting

ACTIVITY: Dressing For The Occasion

PURPOSE: To Introduce Clothing Customs Of Other Cultures

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: Introduction: Remind students that clothing and overall appearance can say a lot to another person (including a possible employer) about who you are. Clothing does not have to be expensive to be neat, clean, and appropriate for the situation. Hair should be neat, fingernails clean, shoes shined, and so forth. This helps create the appearance of a person ready to do a good job.

A) Divide students into groups representative of different nationalities.

B) Study complete appearance (including clothing, jewelry, hair, posture, etc.) standards of different nationalities. For that nationality, collect information (including pictures when possible) relative to different outfits for different occasions. Why is it important for Americans in international business to know about cultural dress?

C) When students make their group reports, have them give specific examples of acceptable cultural dress protocol that differs greatly from American standards.

D) Invite international exchange students, visiting foreigners, or Americans who have worked overseas to class as a follow-up for this activity.

ADDITIONAL RESOURCES: Encyclopedias, Do's and Taboo's Around the World, Global Success

ACTIVITY: How Culture Effects Business Decisions

PURPOSE: Understanding the World Economy

SUITABLE SUBJECT AREAS: Social Studies, Sociology, Economics
APPROPRIATE GRADE LEVELS: 5th, 6th, 8th thru 12th

DESCRIPTION OF ACTIVITY: Many products that Americans take for granted are prohibited in other countries. An example is that most red candies are prohibited in Japan as they have strict import restrictions on red dye. Have the students find other products that might be prohibited for sale in foreign countries. How do these restrictions effect U.S. production, marketing, and exporting?

ADDITIONAL RESOURCES: Foreign Embassies; World Trade Center, Chattanooga; U.S. Department of Commerce; Industrial Business Trade Center, Memphis State University; Tennessee Department of Economic and Community Development, Export Office

ACTIVITY: Exploring Diplomatic Corps Careers: Exciting Overseas Possibilities

PURPOSE: Providing Students With The Opportunity To Explore Careers Overseas

SUITABLE SUBJECT AREAS: Career Counseling, Social Studies
APPROPRIATE GRADE LEVEL: 5th thru 12th

DESCRIPTION OF ACTIVITY: Americans work overseas for the government in the diplomatic corps of every country that we recognize. They coordinate travel, trade, and diplomatic relations with that country. Have your students research this topic. List the addresses of the embassies; counsulate general; counsulate; mission; or branch office of ten countries, etc. (A list of some countries are enclosed.) Why is there more than one office in many countries? How does one go about applying for these positions?

Related Activity: Our students should be proud of the fact that Tennessee is well represented in the international diplomatic corps. Tennesseans like Ms. Joni McReynolds Mitchell, a U.S. diplomat presently stationed in Kingston, Jamica, would be an excellent classroom speaker on those occasions when she returns to the United States.

ADDITIONAL RESOURCES: Import/export books, encyclopedias, foreign embassies, U.S. Department of State, The World is Your Market: An Export Guide for Small Businesses

EXAMPLES OF FOREIGN SERVICE POSTS

E = Embassy	CG = Consul General	C = Consul

France

Paris (E)
2 Avenue Gabriel, 75382 Paris Cedex 08; APO NY 09777
[33](1)42-96-12-02
Telex 650221 AMEMB

Bordeaux (CG)
[33](56)52-65-95
22 Cours du Marechal Foch, 33080 Bordeaux Cedex; APO NY 09777
Telex 5409 18 USCSUL

Lyon (CG)
[33](78)246-849
7 Quai General Sarrail, 69454 Lyon CEDEX 3
Telex 380597 USCSUL

Marseille (CG)
[33](91)549-200
12 Boulevard Paul Peytral, 13286 Marseille Cedex; APO NY 09777
Telex 43059

Strasbourg (CG)
[33](88)35-31-04
15 Ave. D'Alsace, 67082 Strasbourg CEDEX or APO NY 09777
Telex 870907 AMERCON

Japan

Tokyo (E)
[81](3)224-5000
10-1, Alaska 1-chome, Minato-ku (107); APO San Fran 96503
Telex 2422118 AMEMBJ

Naha, Okinawa (CG)
[81](98)876-4211
254 Nishihana, Urasoe City, Okinawa 901-21; Box 40, FPO Seattle, WA 98772

Osaka-Kobe (CG)
11-15, Nishitenma 2-chrome, Kita-ku, Osaka 530; APO San Fran 96503
Telex 5233037 AMCNJ

Fukuoka (C)
[81](92)751-9331
5-26 Ohari 2-chrome, Chuo-ku, Fukuoka-810 or Box 10, FPO Seattle 98766
Telex 725679

Sapporo (C)
[81](11)641-1115
Kita 1-JoNishi 28-chrome, Chuo-ku, Sapporo 064; APO San Fran, 95603
Telex 935338 AMCONSJ

Hong Kong

Hong Kong
[852](5)239011
26 Garden Rd.; Box 30, FPO San Fran 96659-0002
Telex 63141 USDOC HX

Italy

Rome (E)
[39](6)46741
Via Veneto 119/A, 00187-Rome; APO NY 09794
Telex 622322 AMBRMA

Genoa (CG)
[39](10)282-741
Banca d'America e d'Italia Bldg., Piazza Portello, 6-16124 GENOA
Telex 270324 AMCOGE I

Milan (CG)
[39](2)652-841
Via Principe Amedeo, 2/10,20121 Milano; c/o U.S. Embassy, Box M, APO NY 09794-0007
Telex 330208

Naples (CG)
[39](81)660966
Piazza della Repubblica, 80122 Naples; Box 18, FPO NY 09521
Telex ICA NAPLES 720442 ICANA

Palermo (CG)
[39](91)343-532
Via Vaccarini 1, 90143; APO NY 09794-0007; (c/o AmEmbassy Rome-P)
Telex 910313 USACON I

Florence (CG)
[39](55)298-276
Lungamo Amerigo Vespucci 38; APO NY 09019
Telex 570577 AMCOFII

Turin (C)
[39](11)517437
Via Pomba 23 (2d Fl.); 10123 Turin; APO NY 09794-0007 (c/o AmEmbassy Rome)
Telex 224102 AMCOTO I

ACTIVITY: Creating An International Speakers' Bureau

PURPOSE: To Provide An Easy Access To Possible Speaker Contacts For Engagements With School Groups, Classroom Activities, etc.

APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: Create an international speakers' bureau by identifying people for the following categories:

1) Foreign Exchange Students
2) Peace Corps Volunteers
3) Business People With Job Experience Overseas
4) Military Personnel Who Have Traveled Abroad
5) Local Citizens Who Travel Extensively Abroad Strictly For Pleasure

The attached list provides a good starting point. Once completed, feel free to distribute this information to those colleagues interested in global education.

Going Global with National Career Development Guidelines

Overview of the National Career Development Guidelines

The National Career Development Guidelines are designed to help improve career development programs and to support state-level activities that:

Increase the understanding of life-long career development needs.

Expand the definitions of comprehensive career development programs.

Emphasize competency-based education and training.

Support program accountability efforts.

Heighten interest in achieving professional consensus on program guidelines and standards.

Renew legislative support for career development.

Increase emphasis on certification of counselors, including career specialization.

Three major components are addressed in the National Career Development Guidelines. They include:

Competencies and Indicators. The competencies and indicators provide guidelines that describe the outcomes of career development programs and are the basis for program development. Competencies are viewed as broad goals, whereas indicators describe specific knowledge, skills and abilities related to career development. The National Career Development Guidelines include competencies and indicators for three areas: self-knowledge, educational and occupational exploration, and career planning. They also address four levels: elementary school, middle/junior high school, high school and adult. Figure 1 illustrates the competencies by area and level.

Organizational Capabilities. The organizational capabilities section outlines the commitments, structure, and support required for effective career development programs including administrative support, physical facilities, and materials and equipment.

Personnel Requirements. The personnel requirements section outlines competencies needed by counselors and other staff members to deliver career development programs.

Further information on the National Career Development Guidelines and strategies for using them to improve local programs can be found in the five *National Career Development Guidelines Local Handbooks* and companion *Trainer's Manual*. For information on availability of these documents contact:

Nancy Hargis
Oregon Occupational Information Coordinating Committee
875 Union Street NE
Salem, OR 97311

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self concept	Knowledge of the influence of a positive self concept	Understanding the influence of a positive self-concept.	Skills to maintain a positive self concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand and use career information	Skills to locate, evaluate and interpret career information.	Skills to locate, evaluate and interpret career information.
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to seek, obtain, maintain and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs

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Elementary	Middle/Junior High School	High School	Adult
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
Understanding how to make decisions	Skills to make decisions.	Skills to make decisions.	Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions

Career Development Competencies by Area and Level

Going Global with National Career Development Guidelines

CLASSROOM ACTIVITIES Grades 5-12	CURRICULUM AREA													GRADES								Self Knowledge	Exploration	Career Planning
	Language Arts & Reading	Middle School-Social Studies	World Geography	Economics	World History	Sociology	Foreign Language	Marketing	Business Education	High School-Social Studies	English	Career Education	Mathematics	5	6	7	8	9	10	11	12			
The Right Job; The Right Country	●	●												●	●									●
A Picture Is Worth A Thousand Words	●	●												●	●							●		
Exactly Right	●	●											●	●	●	●	●						●	
Meeting The Foreign Investor	●	●												●	●	●	●						●	
Spoons, Forks, Knives, Or Chopsticks	●	●												●	●	●	●						●	
Fun With Other Languages	●	●	●											●	●	●	●						●	
Choosing The Appropriate Menu	●	●												●	●	●	●						●	
Jobs Away From Home	●	●												●	●	●	●							●
Your Manners Are Showing	●	●	●												●	●	●						●	
The Sweet Success of Closing An International Business Deal	●	●							●						●	●	●	●						●

CLASSROOM ACTIVITIES Grades 5-12	CURRICULUM AREA													GRADES										
	Language Arts & Reading	Middle School-Social Studies	World Geography	Economics	World History	Sociology	Foreign Language	Marketing	Business Education	High School-Social Studies	English	Career Education	Mathematics	5	6	7	8	9	10	11	12	Self Knowledge	Exploration	Career Planning
Computer Assisted Fun: An Exciting Way To Find Out What Languages Are Spoken In Other Parts Of The World	●		●													●	●						●	
Discovering World Class Opportunities With The U.S. Military	●		●													●	●							●
Dressing For The Occasion	●	●								●				●	●	●	●	●	●	●	●		●	
How Culture Effects Business Decisions	●	●		●		●								●	●		●	●	●	●	●			●
Exploring Diplomatic Corps Careers: Exciting Overseas Possibilities	●	●								●				●	●	●	●	●	●	●	●			●
The Overseas Military Base: A Small City With Big Opportunity	●		●													●	●	●	●	●	●			●
Military Bases: A Micro City Of Occupations	●		●													●	●	●	●	●	●			●
Utilizing The World Trade Center NETWORK	●		●	●													●	●	●	●	●		●	
Going Global? Start Preparing Now	●			●	●	●				●								●	●	●	●	●		

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CLASSROOM ACTIVITIES Grades 5-12

CLASSROOM ACTIVITIES Grades 5-12	CURRICULUM AREA													GRADES										
	Language Arts & Reading	Middle School-Social Studies	World Geography	Economics	World History	Sociology	Foreign Language	Marketing	Business Education	High School-Social Studies	English	Career Education	Mathematics	5	6	7	8	9	10	11	12	Self Knowledge	Exploration	Career Planning
A Look Into The Future: Career Planning	●			●		●			●		●							●	●	●	●			●
The Exchange Student Program	●		●					●			●							●	●	●	●		●	
Career (Engineering) Preparation In The United States vs. Career (Japanese Engineering) Preparation Abroad Making Sure We Can Compete Globally	●			●								●						●	●	●	●		●	
Variables That Influence Closing A Business Deal	●			●		●			●										●	●	●		●	
Project INFOE: An Excellent Vehicle For Exploring Military Careers Overseas	●									●									●	●	●		●	
Introducing The World Trade Center NETWORK	●			●																●	●		●	
When A Dollar Is Not A Dollar	●			●																●	●		●	
How We Measure Up With World Competition	●			●																●	●	●		
U.S. Currency And It's Effect On	●			●																●	●		●	

CLASSROOM ACTIVITIES
Grades 5-12

	CURRICULUM AREA													GRADES								Self Knowledge	Exploration	Career Planning
	Language Arts & Reading	Middle School-Social Studies	World Geography	Economics	World History	Sociology	Foreign Language	Marketing	Business Education	High School-Social Studies	English	Career Education	Mathematics	5	6	7	8	9	10	11	12			
World Trade																								
International Banking: An Introduction	●			●					●											●	●		●	
An "Export" Glossary	●			●					●											●	●		●	
An Introduction To International Trade	●			●																●	●		●	
Following The Stock Market With An International Flair	●			●																●	●		●	
Marketing: A Very "Global" Concept	●			●			●													●	●			●
Occupations: Import/Export Process	●			●			●													●	●			●
Learning About Cultural Differences	●						●													●	●			●
Personality Traits: A Self Inventory	●						●													●	●	●		
The Military First Hand	●																							●
Learning The Basics	●	●			●	●	●							●	●	●	●	●	●	●	●	●		
Personality Plus	●	●		●		●				●					●	●	●	●	●	●	●	●		

CLASSROOM ACTIVITIES Grades 5-12	CURRICULUM AREA													GRADES								Self Knowledge	Exploration	Career Planning
	Language Arts & Reading	Middle School-Social Studies	World Geography	Economics	World History	Sociology	Foreign Language	Marketing	Business Education	High School-Social Studies	English	Career Education	Mathematics	5	6	7	8	9	10	11	12			
Let's RAP	●	●		●		●				●					●	●	●	●	●	●	●			●
Companies Going Global	●	●		●						●					●	●	●	●	●	●	●		●	
What Is A Culture	●	●												●	●	●	●						●	
Scavenger Hunt	●						●											●	●	●	●	●		
A Careful Review Of "Careers Going Global"	●	●	●											●	●	●	●						●	
Women In The International Workplace	●					●			●								●	●	●	●	●			●
Hearing From The Experts; Americans Living And Working In Hong Kong	●	●				●			●	●				●	●	●	●	●	●	●	●		●	
Determining Career Competencies	●															●	●	●					●	
What We Need To Know Even If We Never Leave Tennessee	●			●		●														●	●		●	
Exporting To Win	●			●																●	●		●	
Viewing An Occupation Through a	●																	●	●	●	●	●		

CLASSROOM ACTIVITIES Grades 5-12	CURRICULUM AREA													GRADES										
	Language Arts & Reading	Middle School-Social Studies	World Geography	Economics	World History	Sociology	Foreign Language	Marketing	Business Education	High School-Social Studies	English	Career Education	Mathematics	5	6	7	8	9	10	11	12	Self Knowledge	Exploration	Career Planning
Foreign Eye																								
Can Living Overseas Make A Difference?	●					●	●											●	●	●		●		
Doing It Together: Joint Ventures As An Exporting Avenue	●			●																●	●		●	
The Effect Of The World Bank On The International Business Community	●			●																●	●		●	
What Does It Take To Sell My Product?	●			●																●	●		●	
When Money Leaves The Country	●			●																●	●		●	

GOING GLOBAL WITH THE NATIONAL CAREER DEVELOPMENT GUIDELINES

Additional Resources

Career Development Awareness Guide: for use with the satellite "Introducting Career Development" training service, National Occupational Information Coordinating Committee, 2100 M Street NW, Suite 156, Washington, D.C. 20037

Developmental Guidance Classroom Activities For Use With National Career Development Guidelines (Grades 10-12), Vocational Studies Center, University of Wisconsin, Madison, School of Education, Madison, Wisconsin 53706

National Career Development Guidelines State Resource Handbook, National Occupational Information Coordinating Committee, published by: Northwest Regional Educational Laboratory, Portland, Oregon 97204

National Career Development Guidelines Local Handbook and Trainer's Manual, National Occupational Information Coordinating Committee, 2100 M Street NW, Suite 156, Washington, D.C. 20037

The Comprehensive Career Development Program Project Material, Sponsored by the Tennessee State Department of Education (Vocational Education Divison) and University of Tennessee at Knoxville, School of Education (contact Dr. Barbara Lomas).

Video: "Focus For Action", National Career Development Guidelines Produced For: National Occupational Information Coordinating Committee. Available from: Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204

ACTIVITY: Have Job, Will Travel...If Necessary

PURPOSE: To Introduce Students To Careers That Require Global Awareness

SUITABLE SUBJECT AREAS: Career Counseling, English
APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: The following awareness inventory is an excellent exercise to introduce students to international careers. Complete this list by including, or have students include, other exciting job opportunities. Do not forget to include occupations of those Americans introduced in the "Careers Going Global" video.

Career Awareness Inventory

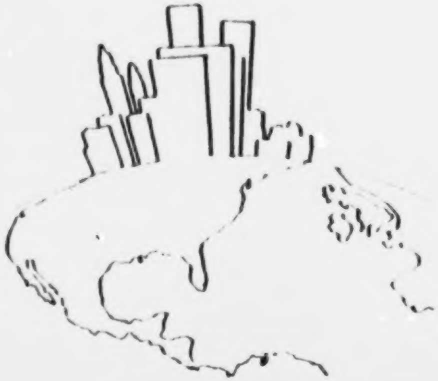
1) My job with the travel industry is to greet you when you arrive in a foreign country with your tour group. And yes, I am an American.

2) I may serve beverages and meals in the United States today, Hong Kong tomorrow, and in India next week.

3) I write international business articles for major newspapers in the United States.

4) I can tell you all about Tennessee exporting requirements, if you are interested.

5) Talk to me about traveling all over the world for free (not to mention earning a free education).



6) Wherever there is a country recognized by the United States in diplomatic relations, you will find me there. P.S. I am a presidential appointee.

7) I am hired by the ambassador to handle diplomatic issues with both governments.

8) When people go to restaurants anywhere in the world, they depend on me for a variety of exotic dishes.

9) I have to know all about currency rates. I probably work with the World Bank in The Hague.

10) I travel all over the world finding out which information (tourists, attractions, tourist traps, restaurants, etc.) will make your vacaction both enjoyable and memorable.

11) I never leave the United States, but I can tell you the condition of the weather anywhere on the globe.

12) My job is to make sure you have plenty of exciting things to do once we set sail.

13) I am a respected businessperson in my country, but I also gather political intelligence information for the United States.

14) I work three weeks non-stop, then I have three weeks to rest. When I am working, I am always on a rig in the middle of the ocean.

15) If you have the right reservations, you can find my familar sign in countries all over the world.

16) I play music for adoring audiences. Sometimes, even though my fans don't speak English, they still enjoy my songs.

17) I teach American military children outside the United States.

18) I make sure your money and valuables are safe on the high seas.

19) Open your suitcase. My job is to make sure that your entry or exit from my country is legal.

20) I translate important dialogue between United Nations countries.

Answers: 1) American tour guide, 2) flight attendant, 3) international journalist, 4) Director, Tennessee Export Office, Department of Economic and Community Development, 5) U.S. military, 6) American ambassador, 7) diplomat, 8) chef, 9) international banker, 10) tour guide book author, 11) meteorologist, 12) cruise director, 13) CIA agent, 14) oil exploration, 15) international hotel chain employee, 16) popular rock star, (17) teacher employed by the U.S. Department of Defense, 18) purser, 19) customs agent, 20) United Nations interpreter.

ACTIVITY: Career Days, Career Fairs, Career Seminars...Opportunities For Global Awareness

PURPOSE: Understanding Cultural Diversity In The Workplace

SUITABLE SUBJECT AREAS: Career Counseling
APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: Career days, career fairs, and career seminars provide great opportunities to explore occupations that involve international travel as well as careers where a knowledge of other cultures is crucial. When hosting a career day, consider making sure that invitations are also extended to persons whose jobs involve international travel (i.e., international bankers,exporters, importers, Economic and Community Development personnel, military personnel, World Trade Center staff). Identify them with a ribbon on their name tag or anything else that would distinguish their international experiences from regular careers.

ADDITIONAL ACTIVITIES: Host a "Careers Going Global" career seminar involving only people whose jobs involve international travel or contact.

ADDITIONAL RESOURCES: Career educational journals, related resouces

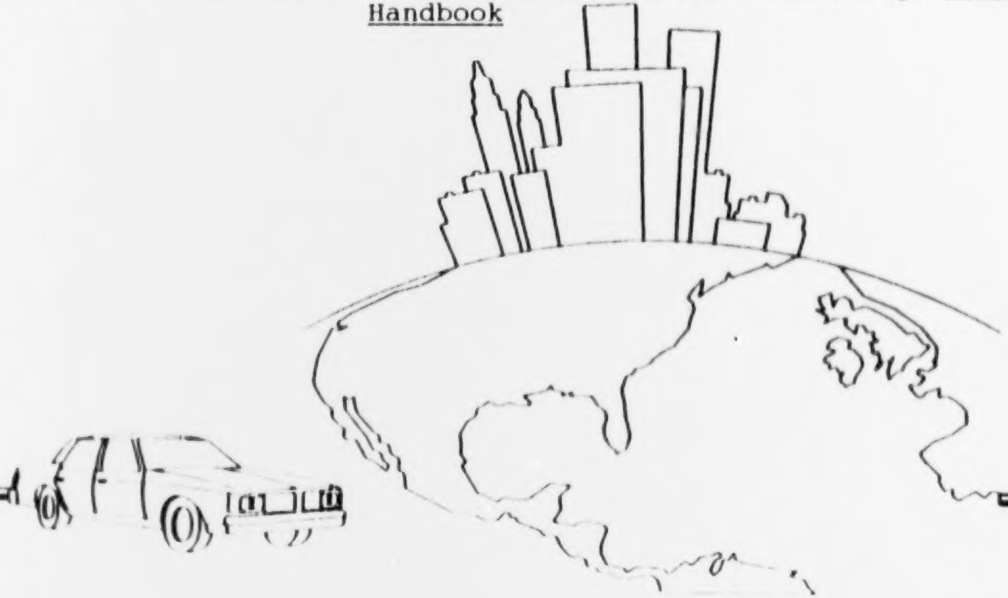
ACTIVITY: Can A "Genie" Make It Happen?

PURPOSE: Understanding The Pathways To Career Success

SUITABLE SUBJECT AREAS: Career Counseling, Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: Your students have been stuck on a desert island. There they find the "career genie." This genie gives them one wish. They can have any career, with any reasonable salary ,with any company, in any country (except the U.S.). Have each student write down their wish for the "career genie." Then have them explore how to make that wish become a reality. What does it take? How much education is needed? How should they start? Emphasize that their dream is only a few years and hard work away from reality.

ADDITIONAL RESOURCES: Project INFOE, career counseling, Occupational Outlook Handbook



ACTIVITY: Hearing From The Experts: Americans Living And Working In Hong Kong

PURPOSE: To Develop A Better Understanding Of What It's Like To Live And Work Overseas

SUITABLE SUBJECT AREAS: Social Studies, Sociology, Business Education, Career Counseling

APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: Have students review the "Careers Going Global" video. Highlighted are six Americans who have succeeded as businesspersons overseas (Hong Kong). The following pages include direct quotes by each of them about specific subjects. These quotes are extremely important and timely in preparing our students today to be able to compete successfully in a global society. Have students review each thoroughly and respond to questions you create to stimulate an interest in (1) global awareness, (2) international business, (3) exchange programs, (4) modern foreign language preparation, (5) career preparation, (6) understanding other cultures, (7) exporting and importing, (8) women in international business, (9) business entrepreneurship, and (10) futuristic education: preparing for the 21st century.

ADDITIONAL ACTIVITIES:

(1) Interview someone you know who has worked overseas and compare/contrast your notes to these quotes.
(2) Interview people who have worked for Sheraton, Adidas, Xerox Corporations, UNYSIS, etc. who have or are anticipating traveling overseas.

Andrew Christy
Presidential Intern
Estee Lauder Cosmetics

INTRODUCTION: Andrew Christy served as a Presidential Intern for Estee Lauder International. Each year Estee Lauder hires three persons to go abroad to train for one year. During this training program, one is expected to learn about sales, marketing, education and everything relative to Estee Lauder products. Mr. Christy's training included three months in New York, six months in Singapore, and the remaining time in Hong Kong.

Mr. Christy was assigned the Education and Creative Services Department of the Clinique Division of Estee Lauder. He trained consultants who sell to customers.

On Why Working In Asia Is Exciting:	"Asia is exciting and fast-paced. Even though it is considered a developing economy, Asia has the top three economies: Japan, Taiwan, and Hong Kong." "Asia also has what is globally called the "Tigers Of Asia" - Malaysia, Singapore, Thailand, and South Korea--strong developing economies." "There's a hugh potential for growth in Asia. As the world becomes smaller and becomes one, international business will become increasingly more important. That is why I chose the international environment. By the time you finish your education, there will be even more fascinating opportunities for you in the United States and across the globe."
On My Educational Experiences:	"As early as the sixth grade I participated in a six-months exchange program to Mexico with one-half of my classmates. In high school I was selected for the American Field Service (AFS) program. I spent the summer in Uruguay, South America, which was

very exciting for me, as I had never been to a third world country. This experience taught me a lot about humanity, people, and different social styles. These junior and senior high school exchange programs opened my eyes and my mind to a whole new world."

"College life was even more fascinating. I was given the opportunity to travel to India and Taiwan. Whereas in high school, I opened my mind to the world, in college I opened my mind to knowledge. It was the first time I could openly choose whatever subjects I wanted to learn. The range of knowledge in college education is limitless. In high school I had to take certain courses. In college, I was given the freedom of choice to choose whatever I wanted to learn--to study the courses I was interested in. Therefore, I experimented with different courses."

"One of my most fascinating courses was one in East Asian studies. Learning about different philosophies, that societies can think so differently...was fascinating to me."

On Life After College:

"After college I taught in mainland China as an English teacher. The first year and one-half I taught in northern China, in a place called Taiyuan. No foreigner had ever lived there before. They treated me like a Martian, but we got along. It was a unique experience."

"I taught next in south China. There I learned that there are a lot of differences between northern and southern China."

On Making A Decision To Remain In China:	"Once my teaching assignment was complete, I made a concerted effort to look for other opportunities that would keep me in China. So, I looked specifically for industries that have businesses in Asia, which is one of the reasons I started working with Estee Lauder."
On The Future:	"I hope to work in mainland China, with a company (which I hope is my own), working from the ground up, laying the foundation - with a goal of being in control of every aspect of the company. Asia can be a businessman's or businesswoman's paradise."
On Learning Other Languages:	"Learn as many languages as you possibly can. I have had the opportunity to learn several Chinese dialects. Since so few westerners have mastered those dialects, it is often interesting when I am out in public. Asians assume that because I am a westerner, I don't know their language. They will often say things in jest (like calling me sterotypical western names) in their dialect. Sometimes, in an equally fun-loving manner, I may respond in Chinese, often leaving them embarassed or in a state of shock. Learn other languages!! It's well worth it!!"
Advisor For Those Who Follow Me In Life:	"Enjoy what you are learning. If you are not having fun, you are not going to learn it. If you don't learn it, you won't be able to use it in the future. Stay in school; learn all you can. High school will be a stepping stone to college, or to the military or to whatever occupation you choose."

Charlene Jones
UNYSIS Computer Corporation
On one year assignment in Hong Kong

INTRODUCTION: Charlene Jones works as a Technical Writer for the UNYSIS Computer Corporation in Atlanta, Georgia. Originally from Chicago, Illinois, Ms. Jones is on a one-year assignment in Hong Kong.

On Occupation: "My original educational training is in English Education and Library Science. These came in handy when I considered working for UNYSIS Corporation. I work as a technical writer at UNYSIS. I write `specs' and plans for products. I also write computer manuals, which better prepare you to use the computers we sell. The job is exciting and rewarding and affords me the opportunity to travel, to meet people and to grow professionally as well as personally."

On Cultural Pluralism: "Although I will only be in Hong Kong for one year, this type of experience and interaction with people of various backgrounds is very exciting."

On Looking Back: "I am leading a very exciting and rewarding life. But, if I could do one thing differently, I would take more languages. It is much easier to understand people if you can speak their language."

On Education: "You have probably been told hundreds of times that if you want a good job - a great career - you are going to have to get a good education. You may not wish to hear it again from me. Growing up in Chicago, I heard the same thing when I was your age (which was not too long ago). It's true. If you want to succeed in life, you have to be prepared. Only you can decide whether to go home today to prepare for that next exam or to `hang out' all week with the `gang.'"

"My advice to you is to work hard in high school, look into student exchange programs or summer work programs that will give you the opportunity to travel...to meet other people and not depend solely on what you have read or heard."

On Life In Hong Kong:	"Living here in Hong Kong has been challenging. Though I do work hard, I still find time to travel and to pursue my hobbies and interests, which include bike riding, jogging, and hiking. Hiking in Hong Kong is wonderful. There are lots of mountains and its very scenic here. It is truly an adventure."

"Remember that typical post card expression `wish you were here'? I really do wish that you get the opportunity to travel all over the world. And I wish you lots of success as you begin to plan for what will be a great future."

Leon Lee
Vice President of Human Resources
Sheraton Corporation

INTRODUCTION: Leon Lee is the Vice President of Human Resources for the Sheraton Corporation in Hong Kong. Originally from Seattle, Washington, Mr. Lee earned his Bachelor of Arts degree in English from the University of Washington. Mr. Lee started out in the hotel business working part-time during the summer.

On Working My Way Up From The Bottom:	"I started as a waiter, I made beds. I also worked in the catering department. I started setting up banquets and working the front desk, and I enjoyed every facet of it; from there I went to Montana and became assistant manager of a small hotel. And then from Montana back to Seattle, Hawaii...Maui. Every job, every transfer was a step higher and more money."
How I Got Overseas:	"I decided after being general manager for four years that I would like to work overseas. I applied with Sheraton in the Orient and they accepted me for a job in Shanghai."
On Personal Job Philosophy:	"I feel in life that there are three things you need to be successful in business. First of all, it must be something you like to do everyday. The second thing is that you can have growth; we're all ambitious. And the third thing that one must have from a satisfactory job is the feeling that you are paid in accordance with the labor you put out. Having these three components gives you a very happy job."

On Equal Opportunity Employment:	"However, the money thing is not the only thing we look at. We are all very happy to work here because Sheraton happens to be an equal opportunity employer. We have Chinese people; we have Indians. When we opened in Shanghai we had people from all over the world making up 15 different nationalities, and that's fun because you learn from each other and you learn to be patient."
On Getting Promotions:	"The reason that promotion is fairly fast is that there is less competition from people who are experts. I'm considered the resident China expert. And a few more trips to Indonesia and I'll be considered the resident Indonesia expert. There are not many people around, and you can become more valuable to the comapany."
On Getting Hired:	"The secret is to get a good education. Have a good foundation to build on. You might wonder why the man who hired me as a bartender needed to look at my diploma. Well, he wanted to see if I could grow with the company. If I'd not had my degree, I'd probably still be a bartender."
On Getting An Education:	"I would very seriously say to you, young people out there, stay with your schooling and if it's not exactly what you think you're going to do for the rest of your life, that's all right. Many of us make changes. Even much later in life, even after we thought we knew what we wanted to do, we make changes, but that's all right - get that education, that's important."

Patrick Martin
Vice President, Managing Director
Xerox Corporation, South Pacific

INTRODUCTION: Patrick Martin was born and raised in New York City. He has a Bachelor of Arts degree with a major in Mathematics and Philosophy from Iona College. He has a Ph.D. in computer science and pure mathematics from George Washington University. He is Vice President of Xerox Corporation and Managing Director of Xerox Pacific Operation. These operations are in China, Hong Kong, Malaysia, Singapore, Australia, and New Zealand.

On Education:	"I suggest you learn as much as you can while you are in school. Keep your options open. Try to keep your education as broad as possible. Maintain interests in all parts of education, all different academic interests. I wish I were 30 years younger so I could enjoy seeing what you're going to be doing as the 21st century unfolds."
On Higher Education:	"I majored in mathematics and minored in mathematics and philosophy. I took an awful lot of mathematics and history. Then I pursued a Ph.D. in electrical engineering and computer science."
On Job Satisfaction:	"I have been involved in managing Xerox for four years. It is probably one of the most exciting and dynamic jobs I've ever had. The job satisfaction is beyond anything that I can describe in days, let alone a few minutes on tape."
On Getting Through School:	"I was not financially well off and I was on a basketball scholarship. I also had a part-time job so I had to work my way through school. The knowledge I gained outside the classroom was just as important as the knowledge inside."

On Computers:	"Upon graduation I went to work in what was an emerging field called the computer field. At that time there was only one book in the library on the computer. I remember thinking it must be an easy field to understand since there's only one book in the library. But as we now know, in retrospect, its a very large and emerging field."
On The Center Of Civilization:	"As most of you know from your history courses, there is an inevitable move westward. We start out with history; we have the Egyptians and the Greeks. And then we move to Italy and finally to Spain and then England and then to the Western Unites States and Asia. Most people believe that in the next century it's going to be the century of Asia. This part of the world has grown faster both in population and economy than any part of the world."
On The Future:	"When my parents were alive and they came to America from Europe -- I believe the Wright brothers had just learned how to fly. If someone had told my father at that time that his son would be flying around the world in a day, visiting all the major capitals of the world in two or three weeks, he would have though he was reading a Jules Verne novel. If I had any advice to give it's that the future is going to be even more dynamic and interesting than the past. Enjoy every minute of it!!"

Jane Singer
Director and Co-publisher
Women's Wear Daily, Asia

INTRODUCTION: Jane Singer is the Director and Co-publisher of Women's Wear Daily, Asia, a local trade magazine based in Hong Kong. Originally from Bergen County, New Jersey, Ms. Singer received a Bachelor of Arts degree from Vassar College. She was in the apparel business in New York before she ventured off, on her own, to start her own company in Asia.

On Skill Training:	"As for as skills are concerned, I would say any skill you can get helps."
On Education:	"When you are in school, take the opportunity to learn everything you possibly can because the type of thing that seems unimportant at the time comes in very, very handy many years down the road."
On Business Skills:	"My advice is to learn anything you can about accounting, bookkeeping, selling and so forth. If you want to succeed in business you have to be able to work with numbers. You have to be able to write and present your thoughts well with people."
On Working Overseas:	"I recommend working in Asia for Americans who are looking to get ahead because Asia is a growing consumer market with lots of opportunities. There aren't very many Americans who have skills in overseas business. If you have a chance to come overseas and work a while it is certainly worthwhile. When you return to the states you are much more marketable than other people who do not have overseas experience."

On Communications:	"You must have good communication skills to present new ideas. No matter how good your ideas are, if you are unable to present them clearly and concisely no one will understand what you want."
On Learning Languages Early:	"I wish I had taken Chinese. Although it seems hard, it doesn't seem too bad if you start when you are young. You will have a tremendous advantage over everyone else. And if you can write it, you will certainly have a leg up on everyone else."
On Job Opportunities:	"When you come home you will be more marketable because of your experience overseas. American companies are opening their markets and they are looking for individuals who have lived overseas. It will open doors in the future. This, I can assure you."
On Starting A New Business:	"We discussed the idea of starting an Asian edition because there were so many people in Asia in the garment industry who would like to read our publication. The project never really got off the ground because the parent company always had another project. So, finally I decided that I would try it on my own. I left Women's Wear Daily, moved here to Hong Kong and started Women's Wear Daily, Asia. In 1988, the first edition rolled off the press, and we've been busy every since. It really caters to the local market, and we've been quite well accepted here. Plus, I have the opportunity to run my own business."

Wayne Townsend
Technical Services Manager
Adidas

INTRODUCTION: Wayne Townsend is the Technical Service Manager for Adidas in Hong Kong. Originally from Clarksville, Tennessee, Mr. Townsend's U.S. residence is now in Maine. He is a graduate of Fisk University in Nashville, Tennessee, with a Bachelor of Science degree in political science and a minor in business administration.

On Working Abroad:

"When I was in high school and college I never really thought that one day I might be living abroad."

"For an American living in Asia, it is quite a unique experience. You learn so much about cultures, habits, customs, and doing business in general."

"You might ask yourself how a political science major started working for an athletic apparel company--in Hong Kong. Actually, you work hard in one occupation, and your work gets noticed. Since business is competitive, if you really work hard, others ask you to work for their company and before you know it, you find yourself overseas, with opportunities too good to turn down."

On Hindsight:

"I am very excited about having the opportunity to work in Hong Kong, and I plan to be in Asia for approximately ten years before returning to Maine; however, if I knew at your age that I might have the opportunity to live and work abroad, I would have taken more foreign language and traveled more in earlier years. Both of these involve broadening one's horizons."

"Let me give you an example of how NOT speaking the native language can mean a loss of time and money. When I am negotiating for Adidas, I sometimes use a translator. I share information with the translator. He/she then negotiates with the Chinese businessman, and this continues... Time and money. I can not overemphasize the importance of learning about other cultures and foreign languages. Even if your career choice never requires leaving the United States, I can guarantee you won't be sorry."

On Why I Chose To Remain In Asia For Ten Years:

"There is a saying that indicates that the world is getting smaller. That's true. It no longer makes sense that the United States can survive based solely on the United States market. We have to work with, sell to, buy from countries all over the world. International business is a very promising career. I like being a part of it."

On Living In Asia:

"It is not unusual for a family member or friend in the United States to tape the Superbowl or World Series games just in case I can't get to see them via satellite. You do have to adjust to living overseas, and you do get homesick. Make no mistake about it. However, companies pay you an additional sum for `overseas compensation' or `homesickness' pay. That's a very nice bonus. Plus you do get the opportunity to go home for holidays and travel extensively around the world. My position here in Hong Kong affords me nice living quarters with a live-in maid and adequate ground transportation."

"I do get the opportunity to pursue my hobbies and interests while here. I enjoy tennis, volleyball, swimming, and reading."

Advice To Students:

"Don't discontinue education prematurely. To be successful in life get as far along in education as you possibly can. Stay in school; really work hard. And I'll give you a little hint: take a long hard look at international business."

ACTIVITY: "You Think You Have Troubles!!!": A Simulation On Overcrowding

PURPOSE: Understanding How Geography Can Influence Our Lives

SUITABLE SUBJECT AREAS: Social Studies, Economics, World Geography
APPROPRIATE GRADE LEVELS: 5th thru 12th

INTRODUCTION FOR THE TEACHER

Geography strongly influences the economy and way of life of any nation. In the case of Japan, a major influence upon the economy and quality of life is the small living space relative to the population. The activities delineated below will help students to understand how the living space problem influences how Japanese live and work.

The Japanese have overcome their living space problem and produced one of the healthiest economies in the world. This activity will require students to think inductively and analyze data in order to arrive at a better understanding of "the land of the Rising Sun."

DESCRIPTION OF ACTIVITY:

I. Time Required	One to one-and-one-half fifty minute class periods
II. Materials Required	Masking tape (optional), pencils mimeographs of math problems
III. Rationale	This simulation provides students with the concrete experience of crowding, overpopulation, scarcity, interdependence, and cooperation thus enabling them to understand a major Japanese problem.

IV. Concepts

1) Overpopulation 2) Interdependence
3) Scarcity 4) Cooperation

V. Instructional Objectives

1. Students will devise and carry out, through group cooperation, solutions to the problems assigned in the simulation.
2. After participation in the simulation, students will contrast orally how living space affects life in the United States and in Japan.

VI. Teaching Procedure

1. Divide class into four random groups.
2. Move desks to one side or middle of classroom (which will represent the uninhabitable area) with the exception of enough desks for 1/2 of the students.
3. Have the groups (standing, without any materials) select a number - 1,2,3,4.
4. OPTIONAL - using the masking tape, divide the remaining floor space in half.
5. Place the desks in the 1/2 floor space.
6. Group #4 will have this half of the room with the desks provided for each student. Each student will receive a copy of the #4 math problems and a pencil.
7. Group #3 will have 1/3 of the second half of the floor space. Each student will be provided with a copy of #3 problems and a pencil. Their floor space will be specifically designated.
8. Group #2 will be given only one copy of #2 math problems and only 1/2 as many pencils as students.
9. Group #1 will be given as many copies of the problems as they wish but no pencils

10. Teacher only indicates to Group #2 and #1 their floor space carefully avoiding any restriction of their free movement.
11. Teacher then informs class that in order for any student to receive a grade every student in the group must turn in a correctly completed paper.

NOTE: Teacher may want to call time and have students switch places.

DEBRIEFING

12. The teacher should ask students to discuss the problems they encountered in the simulation and their feelings about these problems.
13. In debriefing, the teacher should emphasize that one major purpose of the simulation was to let the students experience what living in a crowded country such as Japan would be like.
14. Ask the students which group best represents Japan. The correct answer is Group #3 because they have capital equipment (the pencils and paper for each group member, but limited space).

VII. ADDITIONAL ACTIVITIES

Here are several facts about overcrowding in Japan. Feel free to add others, then present the following information to students on the chalkboard or in a handout.

1. Japanese live in a portion of the country that is approximately as large as Connecticut.

2. An average apartment in a Japanese apartment complex is likely to be no larger than a good size room in an American apartment (although it may be divided into several tiny rooms).

3. Tokyo residents have less than a tenth as much park space per person as residents of New York City.

QUESTIONS

1. What is the relationship between Japanese group cooperation for which her people are famous and Japan's land space problem?

2. Do you think rents for apartments in Japan would be higher or lower than in the United States?

Source: "An Inquiry Unit on the Economic Geography of Japan for Junior High Geography," Lucien Ellington, Center for Economics Education, The University of Tennessee at Chattanooga, 1985.

GROUP #1

112
x113

3456
-1234

111
222
+333

2.0 |48620

1/2 + 3/4

GROUP #2

211.2
x11

56789
-12345

111
222.2
333
+444.4

3.3 |6393

1/2 + 3/4 + 2/8

GROUP #3

1234
x456

1222
-333

555.5
666
777
+888

2.0 |4030

1/8 + 1/7 + 1/2

GROUP #4

9876
+1234

48759
-12345

7921
x9.76

.238 |4695356

9721.1
864
10752
802.6
+7191.4

1/8 + 2/4 * 7/8 * 3/7

ACTIVITY: Religions Of The World

PURPOSE: Understanding And Appreciating World Religions (5th-8th)
Understanding And Appreciating World Religions And Their Roles In World Politics (9th-12th)

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: The recent conflicts in Europe and the Middle East have brought to light the fact that many Americans do not fully understand and appreciate religion and its role in world politics. The following are religious symbols from around the world. Divide students into groups and have them research the religion the symbol represents. Using a world map, have students place miniature copies on the countries where that religion is most dominant.

ADDITIONAL ACTIVITIES: Advanced Students: Have students respond to the following request: Select a country in the Middle East,Eastern Europe, or the Soviet Union that has undergone major changes in the past two years. Expand on the theory that religious beliefs played a major role in that country's redevelopment and in world politics.

ADDITIONAL RESOURCES: Classroom text, current news magazines and journals, The Wall Street Journal, and resource persons in this field

RELIGIOUS SYMBOLS

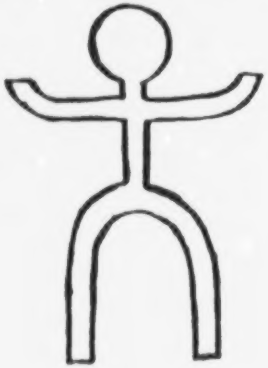
Christianity - Cross is most widely used.
Islamism - Stylized Arabic for Muslim creed.
Judaism - Symbol of divine protection, Star of David.
Buddhism - Lotus salutation for the Buddha.
Zoroastrianism - Fire most important of the elements for Persians.
Sikhism - One of the five K's worn by devout Sikh's.
Shintoism - Gateway to a shrine.
Animism - Stick man is common to cultures of long ago or those cultures today who practice the life style of earlier times.
Confucianism - Mystic symbol for Yang and Yin.
Hinduism - Sacred word "OM".

The symbols can be used by placing them on a world map showing where populations that believe in them are located.

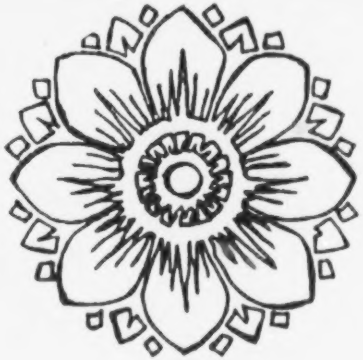
	NA	SA	EUR.	ASIA	AFRICA
Christianity	x	x	x	x	x
Judaism	x	x	x	x	x
Islamism	x	x		x	x
Zoroastrianism	none	none	none	x	none
Shintoism	x	x	none	x	none
Confucianism	x	x	x	x	none
Buddhism	x	x	x	x	none
Hinduism	x	x	x	x	x
Animism*	x	x	x	x	x
Sikhism	x	x	x	x	x

*Assumption that one could find religions like those of prehistoric times on all continents.

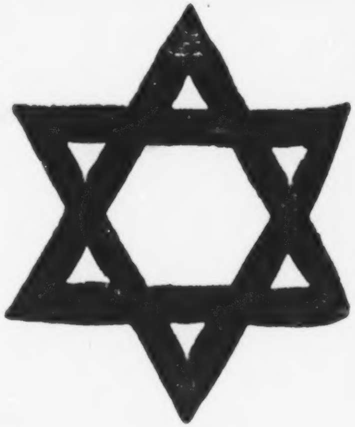
Source: Science Studies Multicultural Curriculum Guide 7-12
Metropolitan Nashville Public Schools



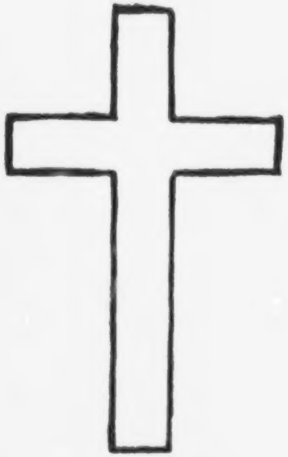
ANIMISM



BUDDHISM



JUDAISM



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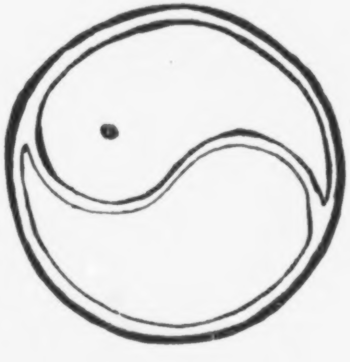
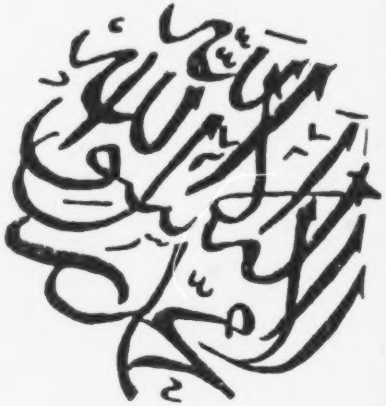
CHRISTIANITY



CONFUCIANISM and TAOISM



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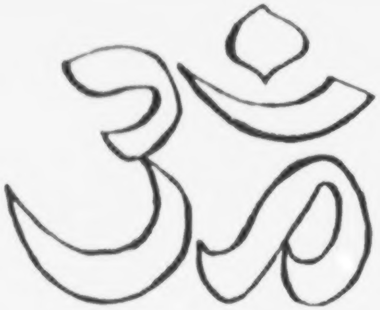
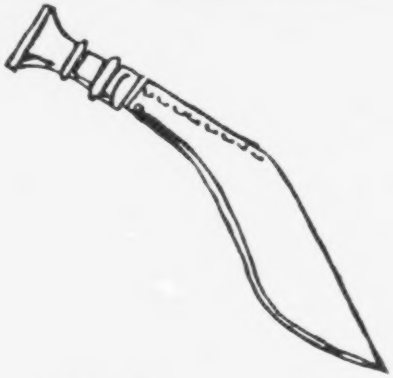
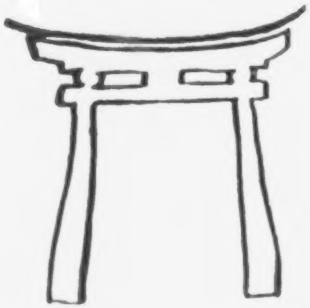
ISLAMISM



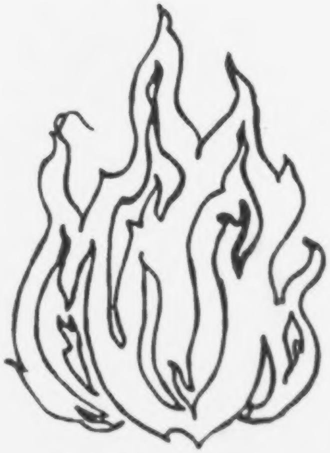
HINDUISM



SIKHISM



SHINTOISM



ZOROASTRIANISM

ACTIVITY: Learning The Basics

PURPOSE: Developing An Understanding And Appreciation For The Art Of Communicating In A Foreign Land

SUITABLE SUBJECT AREAS: Social Studies, World History, Foreign Language, Sociology
APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: When you travel to a foreign country there are certain phrases you might need to master in order to be able to communicate your basic needs or wants. Divide your students into several language groups (i.e., French, German, Italian). Have them translate the following phrases (or choose their own). Then have them role-play taking a trip to a foreign country. This would be an excellent follow-up to the activity entitled "What Does It Take To Sell My Product?", also included in this resource guide. The phrases are:

1. Hello, my name is..
2. How are you?
3. Please
4. Thank you
5. What is this?
6. I need...
7. How much?
8. I live in...
9. I like...
10. I am a (your profession)
11. I am a (your nationality)
12. Where is...?

ADDITIONAL ACTIVITY: Using the same format, have students interested in international business identify several essential "business phrases" necessary for successful business ventures. Have them also incorporate, in their report or role-play, successful business entertainment customs from the country whose foreign language they chose in the above exercise.
Source: Making It Abroad: International Job Hunting Guide, Herman Schuman, New York: John Wiley & Sons, 1988, pg 115.

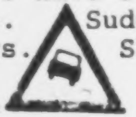
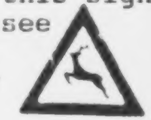
ADDITIONAL RESOURCES:

Multi-lingual individuals, foreign languages texts, foreign language dictionaries.

ACTIVITY: When The Same Sign Has A Different Meaning

PURPOSE: Recognizing International Signs

SUITABLE SUBJECT AREAS: Social Studies
APPROPRIATE GRADE LEVELS: 5th thru 12th

DESCRIPTION OF ACTIVITY: Situation: You and your family are vacationing in a foreign land. Your parents have rented a car and you are off to see the countryside. Suddenly the road begins to curve and this sign appears.  Should you slow down? Later you see this sign.  In the United States it means "watch for deer crosing." Is it the same in every country? Your mother looks through the car rental guide. There is not a lot of information on signs posted on the highway. However, your father drives carefully and your family returns to the hotel and eventually back to the United States safely.

Task: Research common international road and safety signs, signs commonly seen at international airports and hotels, around tourists attractions, etc. Invite people to talk to your classmates, relate to how and who has the power to make decisions on international signs. Your final report will be a picture-filled traveling guide desgined especially for the international traveler. Good luck!

ADDITIONAL RESOURCES: Encyclopedias, travel books and magazines, world atlas

ACTIVITY: Culturgram For The '90s

PURPOSE: To Understand And Appreciate Customs, Traditions, Values, Mores And Lifestyles In Other Countries

SUITABLE SUBJECT AREAS: Economics, World History, Marketing Education, Business Education

APPROPRIATE GRADE LEVELS: 9th thru 12th

DESCRIPTION OF ACTIVITY: Assign a specific country to each student in the class. Then have the students obtain a Culturgram for that specific country. Culturgrams are briefings to aid the understanding of, feeling for, and communication with other people. Have each student prepare an oral report about his/her country noting differences from the USA, history, and interesting facts. An example in the Kingdom of the Netherlands in the holiday section is "Gift-giving and merry-making are associated with St. Nicholas on 5 and 6 December. He is the Santa Claus (Sinterklaas) for the Dutch. Unlike the American Santa, Sinterklaas is dressed like a Catholic Bishop, rides a white horse, and leaves gifts in shoes. Children place hay or a carrot in their shoes for the horse and it is replaced with candy or a small present."*

Resource: Culturgram For The '90s, Brigham Young University, David M. Kennedy Center for International Studies, Publication Services, 280 HRCB, Provo, UT 84602, (801) 378-6528

*From Culturgram For The '90s, Kingdom of the Netherlands

BELIEVE IT OR NOT...

In Guatemala, tortillas are eaten every meal.

In the Netherlands, the literacy rate is 99 percent. (How do they do it?)

In France, the American "OK" sign, with the thumb and index finger forming a circle, means "zero."

In Chile, the literacy rate is 94 percent.

In Argentina, they eat more beef per capita than any other people in the world, including citizens of the United States.

In Singapore, it is against the law for couples to live together without being married.

In Japan, laughter can be a sign of embarrassment as well as amusement.

In Taiwan, a person speaking about himself may point to his nose.

In Laos, one should never touch a person's head.

Panama's national motto is, "For the benefit of the world."

In Germany (and other countries), if you want to shake hands with someone and his hand is dirty, he might offer you his elbow to "shake."

In many Arab countries, it is impolite to pass an object with the left hand.

In Norway, nearly everyone can ski and children learn at a very young age.

In Cambodia, white clothing (not black) is worn for funerals.

In Fiji, folding one's arms while speaking to someone shows respect.

In Senegal, only the right hand is used to eat. The left can assist the right when eating difficult foods, such as fruit or meat with bones.

Resource: Culturgram For The '90s, Brigham Young University,
David M. Kennedy Center for International Studies,
Publication Services, 280 HRCB, Provo, UT 84602,
(801) 378-6528

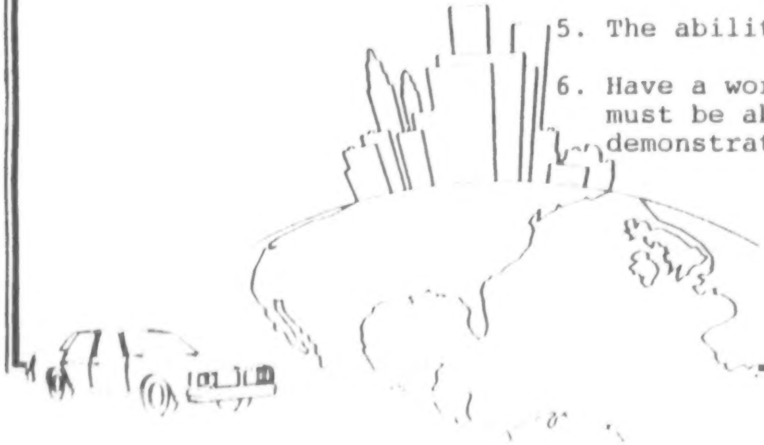
ACTIVITY: Personality Plus

PURPOSE: Understanding And Appreciating Cultural Diversity In The International Business World

SUITABLE SUBJECT AREAS: Social Studies, Economics, Sociology, Career Counseling
APPROPRIATE GRADE LEVELS: 6th thru 12th

DESCRIPTION OF ACTIVITY: Certain personality characteristics are imperative for persons who wish to be successful with overseas business ventures. These characteristics include

1. The ability to communicate - speak a foreign language or know important words or phrases.
2. The ability to socialize informally - don't judge behaviors of foreign nationals as inferior because they are different.
3. The ability to avoid behaviors that may offend members of the host culture.
4. The ability to identify with popular activities of the host country - being flexible.
5. The ability to have a positive self-image.
6. Have a working knowledge of your host country. You must be able to discuss everyday issues that will demonstrate your interest in the host country.



Discuss with your students these behavior characteristics and the need to incorporate these skills. Share with them the importance of being flexible enough to work with persons of different cultures. Feel free to incorporate these with the activity entitled "What Does It Take To Sell My Product?", also included in this resource guide.

Source: Making It Abroad: International Job Hunting Guide, Howard Schuman, New York: John Wiley and Sons, 1988, pp. 114-120.

ADDITIONAL RESOURCES: Foreign language texts, International Jobs and Counseling by Ronald and Carol Krannich

ACTIVITY: Let's "RAP"!!

PURPOSE: Understanding And Appreciating Cultural Diversity Both Here And Abroad

SUITABLE SUBJECT AREAS: Social Studies, Sociology, Economics, Career Counseling
APPROPRIATE GRADE LEVELS: 6th thru 12th

DESCRIPTION OF ACTIVITY: Working men and women make up a mobile workforce, a trend that will continue as we approach the 21st century. How important, then, is knowledge about other cultures/ countries when one realizes that mobility might mean communications with people from other cultures? How important are attitudes? Personal skills? Have students discuss the following:

1. A willingness to suspend judgement. It is important that you keep an open mind about the values and behavior patterns of your host culture.
2. High people-orientation/low-task orientation. To succeed, we must be able to shift from a zealous to a more relaxed approach.
3. A tolerance for ambiguity. You must learn to cope with the diffuculty of making decisions based on less-than-complete information. Chances are you will not be equipped with state-of-the-art information or equipment.
4. A sense of humor. Not necessarly being able to tell jokes, but the ability to laugh at yourself. In preparing to live and work overseas, anticipate times when you will be embarassed, frustrated, confused, or surprised - just remember - expect the unexpected.

Invite people from other countries to your classroom for a "rap session." Discuss the importance of knowing about these and other skills and attributes.

Source: Making It Abroad: The International Job Hunting Guide, Howard Schuman, New York, John Wiley & Sons, 1988, pp 3-11.

ADDITIONAL RESOURCES: Encyclopedias, Global Success, current classroom texts

ACTIVITY: How Religion Effects Politics In Other Countries

PURPOSE: Understanding The Impact Of Religious Beliefs On A Country's Government

SUITABLE SUBJECT AREAS: Social Studies, Sociology, World History
APPROPRIATE GRADE LEVELS: 6th thru 12th

DESCRIPTION OF ACTIVITY: Unlike the United States, most countries have an "official" religion (primary religion of the country and its government). Have your students research the official religions of ten countries. Make sure, in giving assignments, that countries are not duplicated. Have the students discuss the effect that religion has on the government, laws, and customs in one of "their" countries.

ADDITIONAL RESOURCES: Encyclopedias, world almanac, history textbooks

ACTIVITY: Companies Going Global

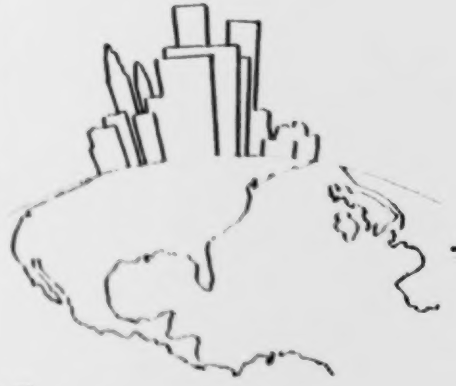
PURPOSE: Understanding And Appreciating How U.S. Companies Expand Internationally

SUITABLE SUBJECT AREAS: Social Studies, Economics
APPROPRIATE GRADE LEVELS: 6th thru 12th

DESCRIPTION OF ACTIVITY: Have students review the video "Careers Going Global", paying particular attention to the section where Americans in Hong Kong are being interviewed. Please have students identify the six companies mentioned in this section. Are all of these American companies? How long have they been in existence? How successful are they in relation to their competitors? What is the history of each company, start-up date, etc? Are these companies listed on a stock exchange? If so, which exchange? Where else can one find these companies operating besides the United States and British Hong Kong?

Invite speakers to your class representing international firms. Have them expand on these and other issues, such as the process a company goes through when wanting to expand outside the United States.

ADDITIONAL RESOURCES: Business journals, current textbooks, World Trade Center



ACTIVITY: Using The Computer To Compile Information About Countries

PURPOSE: Learning More About a Country for Exporting Purposes

SUITABLE SUBJECT AREAS: Economics, World Geography
APPROPRIATE GRADE LEVELS: 7th, 8th, 11th, and 12th

DESCRIPTION OF ACTIVITY: Design a database on a computer with the "resume" of a country. Include in your "resume" the natural resources, political climate, relationship between embassies, language, major religion, and major geographic points of this country (capital, rivers, mountains, etc.). You can divide your students into teams and have each team research a different country. Each group will share their "resumes" and provide information files for other teams. This activity can serve as a prerequisite for other export activities introduced in this guide.

ADDITIONAL RESOURCES: Encyclopedias, microcomputer, database software packages

ACTIVITY: Does Religion Effect Business Relationships?

PURPOSE: Understanding How Religion Preference Can Effect Foreign Personal Relationships And Business Deals

SUITABLE SUBJECT AREAS: Economics, Sociology, World History, World Geography
APPROPRIATE GRADE LEVELS: 7th and 8th, 11th and 12th

DESCRIPTION OF ACTIVITY: Religion affects the culture and mores of its people. Early colonists brought religion to "the savages of the New World." Take a map of the world and color code it with the predominate religious group of the country. Have only one religion per country. Discuss how Christianity, Islam, Hinduism, and Buddhism affect the lifestyles, business, and government in that country/geographic area.

ADDITIONAL RESOURCES: World almanac, encyclopedia

NOTE: This is a cultural learning exercise, not a religious exercise.

ACTIVITY: The Overseas Military Base: A Small City With Big Opportunities

PURPOSE: Understanding The Role The U.S. Military Plays In Overseas Career Opportunities

SUITABLE SUBJECT AREAS: World Geography, Student Counseling
APPROPRIATE GRADE LEVEL: 7th thru 12th

DESCRIPTION OF ACTIVITY: Explain to your students that a military base overseas is like a small city. All occupations, both military and civilian, are employed at that base. This is a way to start a career overseas. Besides civilian occupations like a teacher, secretary, and grocer, there are many other military occupations (see attached sheet). Explain educational qualifications and have students explore some of these occupations. Interview military personnel who have been based overseas but now live in the United States.

ADDITIONAL RESOURCES: Military Career Guide, 2nd edition, Project INFOE, invite military recruiters (any branch) to come to classroom to talk about life overseas.

SELECTED MILITARY OCCUPATIONS

A = Army AF = Air Force CG = Coast Guard N = Navy M = Marines

OCCUPATION TITLE	MILITARY BRANCHES BRANCHES INCLUDES	HIGH SCHOOL REQUIREMENTS
Computer Operators	A, N, AF, M, CG	Math, Computer Science
Accounting Spec.	A, N, AF, M, CG	Math, Bookkeeping or Accounting
Space Systems Spec.	N, AF	Physics, Geometry, Algebra, Trigonometry
Radio Operators	A, N, AF, M, CG	Typing, English, Speech
Respiratory Therapists	A, N, AF	General Science, Chemistry, Biology
Physical Therapy Spec.	A, N, AF, CG	Biology, Physical Science
Photographers	A, N, AF, M, CG	Photography, Art, Chemistry, Math
Musicians	A, N, AF, M, CG	Band, Music Theory, other music courses
Blasting Spec.	A, N, AF, M	Science, Math
Ship Electricians	N, CG	Math, Shop Mechanics
Electronic Weapons	A, N, AF, M, CG	Science, Math
System Repairers	A, N, AF, M, CG	Math, Shop Mechanics
Ofice Machine Repairers	A, N, M	Math, Shop Mechanics
Divers	A, N, M, CG	Shop Mechanics, Building Trades
Barbers	N, CG	
Secretaries	A, N, M, CG	Shorthand, Typing
Payroll Specialists	A, N, AF, M,CG	Math, Accounting, Business Machines, Typing
Dispatchers	A, N, AF, M	General Math, Driver's Education, Auto Mechanics
Infantrymen	A, M	

SELECTED MILITARY OCCUPATIONS

A = Army
AF = Air Force
CG = Coast Guard
N = Navy
M = Marines

OCCUPATION TITLE	MILITARY BRANCHES INCLUDES	HIGH SCHOOL REQUIREMENTS
Opticians	A, N	
Machinists	A, N, AF, M, CG	Math, General Science, Metal Working, Mechanical Drawing
Plumbers and Pipe Fitters	A, N, AF, M, CG	Math, Shop Mechanics, Blueprint Reading
Chef/Cook	A, N, AF, M, CG	Home Economics, Math, Accounting, Chemistry
Firefighters	A, N, AF, M, CG	General Science
Disk Jockeys	A, N, AF, M, CG	English, Journalism, Public Speaking, Typing

Source: _Military Career Guide_, 2nd edition

ACTIVITY: It's All In The Packaging

PURPOSE: To Learn More About Changes In Packaging That Are Necessary For Exportation

SUITABLE SUBJECT AREAS: Social Studies, Foreign Languages, Economics, Sociology, World History

APPROPRIATE GRADE LEVELS: 7th thru 12th

DESCRIPTION OF ACTIVITY: Have students select any product that is commonly used in this country, then re-design its packaging so that it can be exported to a non-English speaking country. This involves changing the writing on the package to a foreign language and possibly re-designing the box if it does not comply to that country's import specifications (example: Michael Jordan on a Wheaties box may need to be changed to another famous person that the country could readily identify with.)

Have students display both the U.S. version and their "export" version of the product. Invite personnel from the Tennessee Export Office of the Tennessee Department of Economic and Community Development and exporters/importers in the community to your class to "judge" final products or to make suggestions or comments.

ADDITIONAL RESOURCES: World Trade Center, U.S. Department of Commerce, Tennessee Department of Economic and Community Development, foreign language experts

ACTIVITY: Games: A Unique Way To Foster International Understanding

PURPOSE: Understanding The Role Sports/Games Can Play In Global Awareness

SUITABLE SUBJECT AREAS: Social Studies, Sociology
APPROPRIATE GRADE LEVELS: 7th thru 12th

DESCRIPTION OF ACTIVITY: Sports sometimes help pave the way for better relations among countries. A good example was the beginning of normal relations between the United States and China in the 1970s. It started with table tennis and now may be moving on to diplomacy. Have your students design a sporting event that could help foster world peace (excluding Olympic Games). Have the students discuss this event, why it was chosen, where it will be held, what countries will be invited, and how this game will foster world peace and better understanding of different peoples.

ADDITIONAL RESOURCES: Encyclopedias, world almanacs, sociology texts, social studies texts, sports magazines

ACTIVITY: When One Pen Pal Is Not Enough

PURPOSE: To Develop An Understanding And Appreciation Of Cultural Differences And Similarities

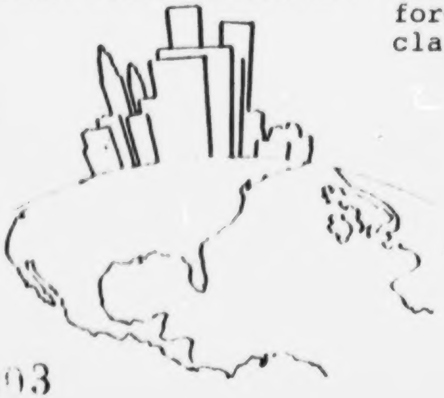
SUITABLE SUBJECT AREAS: Sociology, World Geography
APPROPRIATE GRADE LEVELS: 7th thru 12th

DESCRIPTION OF ACTIVITY: "Adopt" a class of students from another country. You may contact them by computer networking or write to set-up pen pal relationships. Make this a year-long project with reports on similarities and differences due at the end of the year.

ADDITIONAL ACTIVITIES: Recreate classroom experiences similar to those of your "adopted" classroom. Have students dress in native outfits or the appropriate teenage fashion, prepare similar foods, (i.e., is there an equivalent of fast foods such as hot dogs, hamburgers, pizza?), discuss dating issues, and investigate their favorite "rock star," music, popular dances, educational goals, and social issues.

Once a month (or every other month) encourage students to publish a newsletter outlining the month's event in their "adopted" country as they relate to students' interest and concerns.

ADDITIONAL RESOURCES: World Trade Center NETWORK (for computer hook-up), U.S. and foreign nation's embassies (to set-]up classroom experience), classroom texts, related journals



ACTIVITY: Ole Man River

PURPOSE: Understanding How Geography Can Affect A Nation

SUITABLE SUBJECT AREA: Geography
APPROPRIATE GRADE LEVELS: 7th thru 12th

DESCRIPTION OF ACTIVITY: For years, rivers were the main arteries and sources of food and transportation in other continents as well as North America. Assign each student in the class a major river. Have him report on that river and the civilization that grew up around it. Discuss how the river affected the countries, their use of that river for farming and transportation, its military importance, religious use, etc. How did the river affect the culture of the entire area? If multiple countries are involved, what similarities do countries have that share the same river?

Examples of Rivers: Nile, Ganges, Rhine, Tigris, Amazon, Euphrates, Volga, etc.

ADDITIONAL RESOURCES: Encyclopedias, history texts

ACTIVITY: A World Of Work

PURPOSE: Integrating World Geography And Economic Concepts

SUITABLE SUBJECT AREAS: World Geography, Economics
APPROPRIATE GRADE LEVEL: 7th, 8th, 10th thru 12th

DESCRIPTION OF ACTIVITY: Design "A World of Work" game integrating world geography and economics. Game's players are a submarine (Navy); an airplane (Air Force); a tank (Army); and a humvee (Marine). With each correct answer the player(s) takes one U.S. military base located around the world. At the end of the game the branch that has the most bases wins.

ADDITIONAL RESOURCES: World Geography textbook, world atlas, Economics textbook, related supplementary resources, encyclopedias

Pat Stallard - game inventor
Education Specialist
U.S. Navy Recruiting District
901 East Summit Hill
Suite 105
Knoxville, Tennessee 37917
615-525-2156

SAMPLE QUESTIONS

Why are naval bases near water?

Why are many airforce bases near army bases?

Why are there many U.S. military bases in central Europe?

Why would a plumber in the military need a background in reading blueprints?

Can someone take drugs and enlist in the military?

Can someone drop out of high school and enlist in the military?

Will the military accept enlistees with a police record (convictions)?

Which continent does not have a U.S. military base?

What does ASVAB stand for?

What is the highest rank one can get in the Army? Navy? Air Force? Marine Corps?

ACTIVITY: Military Bases: A Micro City Of Occupations

PURPOSE: Understanding The Role The U.S. Military Plays In Overseas Career Opportunities

SUITABLE SUBJECT AREAS: World Geography, Career Counseling
APPROPRIATE GRADE LEVELS: 7th thru 12th

DESCRIPTION OF ACTIVITY: Take your class on a field trip to a military base (Millington, Fort Campbell, etc.) near your school. If there is not a base visit the local national guard unit. Have the public affairs officer show the students the facility. Have him explain that all military bases are like small cities and all occupations are included on base. Explain that some civilians work on military bases. This is true in Tennessee and overseas.

ADDITIONAL RESOURCES: Call local military facility - public affairs office

ACTIVITY: Learning Time Zones With The ICLEC (Interactive Computerized Learning Enrichment Component)

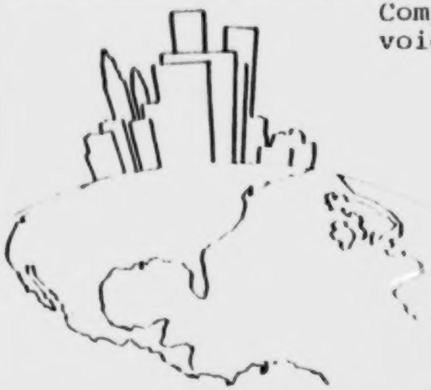
PURPOSE: Understanding Time Zone Differences

SUITABLE SUBJECT AREAS: World Geography, Economics
APPROPRIATE GRADE LEVELS: 7th thru 12th

DESCRIPTION OF ACTIVITY: Introduce your students to "time zone differences" through the "Careers Going Global" interactive computerized learning enrichment component included in this curriculum packet. Have on display in your classroom a large colorful map of the world. Following the computer software directions, pick a time zone in the United States, then compare time differences in Tokyo, London, New Delhi, Rio de Janerio, or Riyadh. This exercise includes sophisticated learning/enrichment tools. There is also a "mouse" that one would drag over to either a breakfast, work, lunch, or dinner scene, depending on the time of day or night.

Example: We are Nashville. It is 9:00 a.m.; that would make it 3:00 p.m. in London. You would drag the work picture over England.

ADDTIONAL RESOURCES: Time zone maps, Interactive Computerized Learning Enrichment Component, Apple Macintosh, Series 2 or IBM compatible with voice capabilities



ACTIVITY: Identifying Official Languages Around The World

PURPOSE: Understanding the Earth, Its People and Elements Through Geography

SUITABLE SUBJECT AREAS: World Geography, World History, Foreign Language

APPROPRIATE GRADE LEVELS: 7th thru 12th

DESCRIPTION OF ACTIVITY: Have your students color-code a world map according to the major languages spoken in each country. Code all countries where the official language spoken is Spanish, French, English, German, Portuguese, Russian, Japanese, Chinese, and Arabic. This should cover most of the globe (except parts of Africa). Have students discuss the effects of language on culture and vice versa. Discuss the effects of colonization on language. Discuss with your class the understanding of "official language." Note that while governments and schools use the official language sometimes there are tribal languages and local dialects that must be understood in order to better understand the people in a particular area. Explain that businesses may use another language other than the "official language" to transact business (especially in importing and exporting).

ADDITIONAL RESOURCES: Encyclopedias, embassies, World Trade Centers, classroom texts
Reinforcement: Interactive Computerized Learning Enrichment Component

BEST COPY AVAILABLE

ACTIVITY: Taking Note Of The Pacific Rim

PURPOSE: Understanding World Geography and Economics

SUITABLE SUBJECT AREAS: World Geography, Economics
APPROPRIATE GRADE LEVELS: 7th, 8th, 11th, and 12th

DESCRIPTION OF ACTIVITY: The "Pacific Rim" is an area bounded by the Pacific Ocean that will play a major role in economics in the future. This is an area that is beyond normal geo-political boundaries. Have your students identify countries that are included in the "Pacific Rim." (Example - U.S., Canada, Australia, New Zealand, Phillipines, Indonesia, Japan, South Korea, China, etc.) Note (and highlight) these countries on a map. Discuss the shift of the economic center of this planet from the Middle East, to Europe to the Pacific over the last 2000 years.

ADDITIONAL RESOURCES: Globe, world atlas, classroom textbooks, supplementary geography and economics textbooks

ACTIVITY: The Military First Hand

PURPOSE: Understanding The Role Of The U.S. Military

SUITABLE SUBJECT AREAS: Career Counselors

DESCRIPTION OF ACTIVITY: FOR TEACHERS AND COUNSELORS ONLY - In an effort to help educators better explain the military and its role, the military branches sometimes offer free trips for interested educators to tour military bases across the country. These trips are designed to better acquaint you with what goes on at a military base and the occupations available for training. This information, in turn, will help you explain military life to students.

ADDITIONAL RESOURCES: For additional information please call the recruiter in your area.

ADDITIONAL SUGGESTED ACTIVITIES

(A) Arrange to have a communicative exchange program between eleventh- and twelfth-grade students in your high school and a high school in another country. Have students write letters, use fax machines, prepare audio and video tapes, etc.

(B) Encourage students to compare and contrast occupational demands and projections from each of the two countries. Compare salaries, life-styles, education and training, educational institution requirements, the role of parents, teachers, counselors, etc.

(C) Have students investigate foreign student exchange programs between the United States and other countries.

(D) Invite foreign exchange students and foreign businessmen/women to your class. Have them talk about career projections in their countries for the next 10-20 years.

(E) Have students check out opportunities to study abroad from programs that originate at U.S. colleges. Encourage students to write to these universities for additional information. Interview American students who have studied abroad. Identify advantages for cross-cultural learning.

(F) Have students compare both high school and college curriculum requirements and programs from U.S. and foreign educational institutions. What are the similarities? Differences?

(G) Have students identify American companies that have branches in other countries. Have these students report on
(1) how Americans are selected to work in other countries;
(2) the average stay of American employers abroad;
(3) advantages and disadvantages of working abroad.

(H) Interview military personnel whose job responsibilities entail traveling outside the United States. Have them identify the advantages and disadvantages of being away from home.

(I) Have students report on
(1) approximate percentage of military personnel who travel outside the United States;
(2) percentage who travel to more than one country;
(3) the amount of leisure time normally allocated when military personnel are stationed in other countries;
(4) military screening process used when stationed in other countries.

(J) Arrange to have employees from American countries and the military who have lived overseas speak to your class. Have them comment on the questions listed under "G" in this section.

(K) Have students identify occupations and careers where travel outside the U.S. is encouraged in order for career or monetary advancement.

(L) Have students research procedures for traveling abroad:
1. When do I need a passport, how can I get one, and how long is it valid?

2. What does one need to know about electrical current (for hair dryer,electric shaver)?
3. Climate?
4. Language spoken?
5. Monetary exchange rates?
6. Duty on purchases?
7. Immunization shots?
8. English/foreign language dictionary?
9. Why is it important to know the basic laws/customs of a country that one travels in?

(M) Have students who have made plans to go abroad this year do extensive research on traveling abroad; have them read Study and Teaching Opportunities Abroad by Pat Kern McIntyre, U.S. Government Printing Office, Washington, D.C., 20402 and other valuable guides on student travel.

IT'S FUN TO "THINK INTERNATIONAL"

INSTRUCTIONS: Respond to each statement by circling which number at the right best represents your level of knowledge, feeling, experience, or behavior.

SCALE:
1 = Strongly disagree
2 = Disagree
3 = Maybe, not certain
4 = Agree
5 = Strongly agree

1. I've traveled outside of North America, Mexico, and the Caribbean. 1 2 3 4 5
2. I would like to travel to other countries. 1 2 3 4 5
3. I enjoy meeting new people. 1 2 3 4 5
4. I enjoy meeting people who are of different cultures. 1 2 3 4 5
5. I think it is important to take at least one foreign language. It broadens one's outlook and cultural understanding. 1 2 3 4 5
6. I read the paper or watch the news daily in order to know what is going on in my world. 1 2 3 4 5
7. I get along well with others and have many friends. 1 2 3 4 5
8. My friends are from a variety of ethnic, religious, and cultural backgrounds. 1 2 3 4 5
9. I look for opportunities to be involved in new experiences. 1 2 3 4 5
10. I am a hard worker and am highly motivated to learn new things. 1 2 3 4 5

11. I am a good friend to others. 1 2 3 4 5

12. I enjoy reading about far away places. 1 2 3 4 5

13. It would be fun to have a person from another country (exchange student) live with me and my family. 1 2 3 4 5

14. I would enjoy living abroad. 1 2 3 4 5

15. I make a favorable impression on adults when they first meet me. 1 2 3 4 5

16. I am an understanding person and value honesty and sincerity in people. 1 2 3 4 5

17. I am a good listener and think listening to others is important. 1 2 3 4 5

18. I am a responsible person and can be relied upon. 1 2 3 4 5

19. I start a task and complete it. 1 2 3 4 5

20. I believe accepting differences in people is very important. 1 2 3 4 5

TOTAL SCORE ________

If your score was 60-80, you find it exciting to "Think International." Your chances of being successful abroad are quite good. If your score was 80-100, you definitely "Think International" and would find living abroad a "blast." Give it some thought.

Welcome To . . .

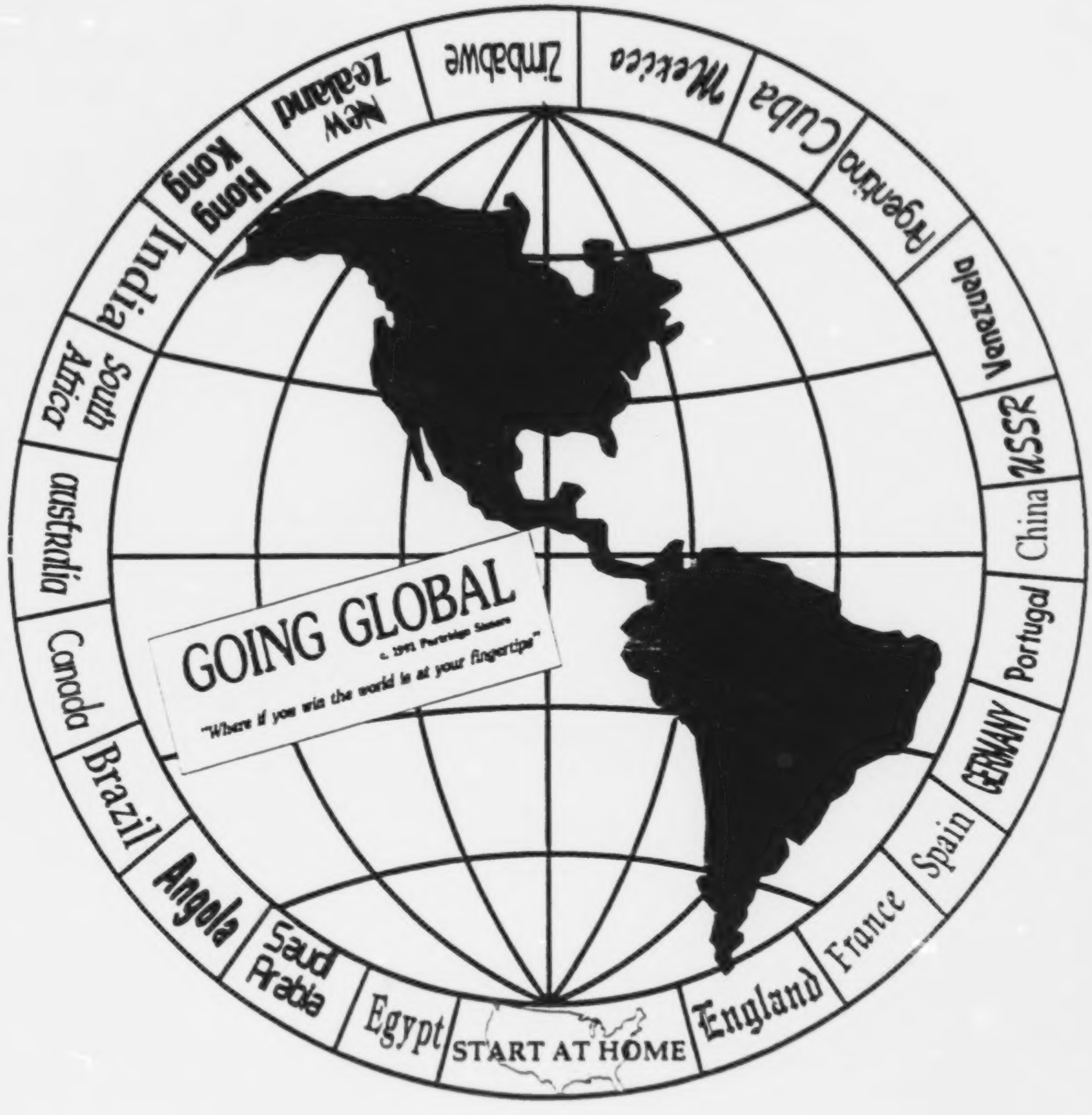
GOING GLOBAL

c. 1991 Partridge Sisters

"Where if you win the world is at your fingertips"

GAME DIRECTIONS

The following game board can be enlarged to accommodate 4 to 6 players at one time. Materials needed: game board, game pieces (be creative!!), a "four-number" spinner. Geography game questions for cards on the following pages. Object of the game: answer questions correctly in order to advance. Player can not advance more than four spaces at one given time. Start at home base (United States). First person to return home wins the game. Variation: design information cards for each country. When a student lands on a particular country he/she must answer questions relative to that country in order to advance (i.e., climate, capital, major religions, languages, exports/imports). Feel free to design other variations.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START AT HOME
England
France
Spain
GERMANY
Portugal
China
USSR
Venezuela
Argentina
Cuba
Mexico
Zimbabwe
New Zealand
Hong Kong
India
South Africa
australia
Canada
Brazil
Angola
Saud Arabia
Egypt

The earth's rotation
on its axis causes what?

Ans: day and night

The United States lies
in what hemispheres?

Ans: northern and
western hemispheres

When it is summer in
New York City, it is
winter in where?

Ans: Buenos Aires

What is the region that
produces most of the
world's natural rubber?

Ans: Southeast Asia

What is the African
country that was ruled
by Europeans at the end
of the nineteenth century?

Ans: Liberia

What was Portugal's
largest colony in the
Western Hemisphere?

Ans: Brazil

The latitude of a place
is the distance from what?

Ans: the equator

What is the vast treeless
area in the Soviet Union
called?

Ans: tundra

What does the earth's
atmosphere do?

Ans: moderate temperature
and filters sunlight

What is the name of the
Communist country in Asia?

Ans: North Korea

What was the name of the
country that along with Pakistan
was part of India until after
World War II?

Ans: Bangladesh

The United States lies in
what latitudes?

Ans: middle latitudes

What is the capital of China?

Ans: Beijing

Where did the Industrial
Revolution begin?

Ans: England

Between what years did most of
the countries in Africa south
of the Sahara gain their
independence?

Ans: 1955 and 1965

All of the culture regions in the Technological World, except Australia and New Zealand, are in the

Ans: northern hemisphere

The Scientific Transformation began in

Ans: Europe

One of the regions in the Developing World is

Ans: Latin America

A Super Dike has been built to protect lowlands by the people of

Ans: Holland

The Union of South Africa was composed of colonies that had been settled mainly by the British and the

Ans: Dutch

An example of a renewable resource is

Ans: a forest

Farming is the chief occupation in

Ans: the Developing World

The northernmost capital city in the world is

Ans: Reykjavik

Before World War II, Vietnam was a colony that belonged to

Ans: France

Before the Communist Revolution, many Russian farmers lived in communal villages called

Ans: mirs

The Environmental Transformation began when people

Ans: invented agriculture and built towns and cities

After World War I, leadership of the Western democracies passed to

Ans: the United States

Most of the countries of Eastern Europe became Communist states

Ans: after 1944

Confucius taught the Chinese people that they could attain excellence through

Ans: education and behavior

The Arabian-Persian Gulf is important because through it pass large shipments of

Ans: oil

Low pressure areas
cause the air to

Ans: rise and expand

Two countries that fought
in a long, devasting war in
the 1980s were

Ans: Iran and Iraq

For many years, the people
of Northern Ireland have
been plagued by strife
between whom?

Ans: Catholics and Protestants

The heartland of Canada is
the

Ans: St. Lawrence Lowlands

Ans: Austria

Summer and winter monsoons
blow each year over

Ans: India

Farming was first
introduced where?

Ans: China

The percentage of people
who live in cities is
largest in

Ans: Belgium

Following World War II,
Germany was

Ans: divided into two
countries

Western Europe's EEC is a

Ans: common market that has
gradually abolished trade
barriers

A country that first was a
colony of Spain and later
a colony of the United
States is

Ans: the Phillippine Islands

What is the world's driest
and flattest continent?

Ans: Australia

One leader of the Facist
forces in World War II was

Ans: Benito Mussolini

Today, one of the world's
poorest countries is

Ans: Bangladesh

In recent years, a large
amount of oil has been
discovered beneath

Ans: the North Sea

About three-fourths of
Canadians

Ans: live near the United
States border

A country that did not exist before World War I is

Ans: Yugoslavia

A tropical rain forest climate is

Ans: hot and wet all year

Copernicus is credited with discovering the principle that Earth

Ans: revolves around the sun

Today, rapid population growth is occuring mainly in areas

Ans: that are already crowded

The low latitudes are a belt between the Tropic of Cancer and the

Ans: Tropic of Capicorn

A serious environmental problem has worsened in recent years by

Ans: depleting the ozone in the atmosphere

Spring and fall occur in places that

Ans: have average sunlight and warmth

Africa meets Asia at the

Ans: Isthmus of Suez

The largest part of the Earth's surface is covered by

Ans: water

Longitudes on a map are

Ans: north-south lines that connect the poles

Long, cold winters and short, hot summers are characteristics of places with

Ans: continental climates

Adding carbon dioxide to the atmosphere causes

Ans: warmer temperature

What country has the largest land area?

Ans: Soviet Union

What country has the largest population?

Ans: China

Social groups called castes were developed by what religion?

Ans: Hinduism

What is the molten rock of volcanos called?

Ans: lava

Where is the world's largest tropical rain forest located?

Ans: the Amazon Basin

Savanna areas are usually well adapted to what?

Ans: ranching and herding

Name a country that has turned desert land into farmland through efficient use of water.

Ans: Israel

Name the person whose writings provided the intellectual basis for the Communist Revolution in Russia.

Ans: Karl Marx

What is Asia's larger producer of steel and high-technology products?

Ans: Japan

For many years, Algeria was a colony of what country?

Ans: France

Name an example of a landlocked country.

Ans: Bolivia

What is the smallest continent?

Ans: Australia

Name a type of landform.

Ans: a plateau

The place where the continents of Europe, Africa, and Asia meet is the core of what?

Ans: the Middle East

The scales on the map help you find

Ans: distances

Two countries that now have a capitalist economy are

Ans: South Korea and Japan

Two democratic countries that have free elections to select most of their government leaders are

Ans: New Zealand and France

Many years ago, farmers were attracted to the North China Plain by its

Ans: loess soils

Source: *Geography Our Changing World*, (Test Book), Paul Ward English, Alice W. Schule, and Edmund Lindop, West Publishing Co., 1990

GLOBAL QUOTES

"American business managers are ill-equipped to compete internationally because of poor foreign language skills and insufficient knowledge of foreign cultures and markets, according to a recent study."

Alan Bostick
1991

"Regardless of what motivates you to enter the international job market, we are certain of one thing; your timing could not be better. The 1990s will prove to be one of the most exciting times for international jobs and careers. But be sure you have the right mix of skills to go along with your motivation."

Ronald L. Krannich,
Carly Rae Krannich

"I wish I had taken more foreign languages, particularly Spanish. I took Spanish but only the basics. I've been to Mexico several times, and I always wish I could speak the language."

Paula Fulkerson
The Tennessean
July 9, 1991

"CAREERS GOING GLOBAL" RESOURCES

- Export To Win (Software)
  SMG Product Group
  Market Street
  Philadelphia, PA 19104
  1-800-445-0789

- The World Trade Center Assoc., Inc.
  and World Trade Center NETWORK
  One World Trade Center, Suite 7701
  New York, New York 10048 USA
  212-313-4600
  212-488-0064 (Fax)

- Polaroid Education Program
  P.O. Box 227092
  Dallas, TX 75222-7092

- Social Studies Multicultural
  Curr. Guide 7-12, Metro Public
  Schools Nashville-Davidson County,
  Tennessee

- Pat Stallard, Educ. Specialist
  U.S. Navy Recruiting District
  901 E. Summitt Hill, Suite 105
  615-525-2156

- Tennessee Career Guide: The
  Sky's The Limit, TOICC
  500 Jas.Rob. Pky., 11th Flr.
  Nashville, TN 37245-1600
  615-741-6451

- World Trade Center, Chattanooga
  Mr. Franz Reichert, Director
  1001 Market Street
  Chattanooga, Tennessee 34402
  615-752-4316

- Project INFOE
  Dr. Walter Cameron
  Dept. of Tech. and Adult Educ.
  426 Claxton Addition, College of Educ.
  University of Tennessee, Knoxville
  Knoxville, Tennessee 37996-3400
  615-974-2574

- Tennessee Department of Economic
  and Community Dev., Export Office
  320 Sixth Ave, North
  Nashville, Tennessee 37243-0405

- Do's and Taboos Around the World
  A Guide to International Behavior
  2nd edition, Roger Axtell, New York:
  John Wiley & Sons, 1990

- The Military Career Guide
  U.S. Department of Defense
  2500 Green Bay Road
  North Chicago, Illinois 60064

- Comp. Career Development Project
  TN State Dept. of Educ/UT, Knoxville
  Knoxville, Tennessee
  Contact person: Dr. Barbara Lomas

- International Trade Center,
  Memphis State University
  TN Small Bus. Dev. Center
  Memphis, TN 38152
  901-678-2500

- Going International: How to Make Friends and Deal Effectively in the Global Market
  Lennie Copeland and Lewis Griggs,
  Random House, Inc., 1986

- The World Is Your Market: An Export Guide For Small Business,
  William Delphos, Braddock Comm.
  1990

- The Guide for Occup. Exploration
  U.S. Dept of Labor, E&T Admin.
  U.S. Government Printing Office
  Washington, D.C. 20402

- The International Businessman, A Guide To Success In The Global Marketplace
  Marlene L. Rossman

- Managing Cultural Differences: High-Performance Strategies for a New World of Business,
  Phillip R. Harris and Robert T. Moran, Houston: Gulf Publishing Company, 1991

- A Basic Guide to Exporting
  U.S. Department of Commerce,
  International Trade
  Administration, 1981

- Do's and Taboos of Hosting International
  Roger Axtell, New York: John Wiley & Sons, 1988

- Making It Abroad: The International Job Hunting Guide
  Herman Schuman, New York: John Wiley & Sons, 1988

- Occupational Outlook Quarterly
  U.S. Dept. of Labor, Bureau of Labor Stat., Supt. of Documents
  U.S. Gov. Printing Office
  Washington, D.C. 20402

- Making It Abroad: The International Job Hunting Guide
  Herman Schuman, New York: John Wiley & Sons, 1988

- Global Success: International Business Tactics for the 1990s, Dr. Carl A. Nelson, Blue Ridge Summit, PA: Liberty Hall Press, 1990

- Suggested Periodicals: "U.S. News and World Report," "Junior Scholastic," "Time Magazine," "Wall Street Journal," "Money Magazine," "Business Horizons," and "Fortune Magazine."

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